

Grade 2 Language

Know and apply grade-level phonics and word analysis skills in decoding words. (L.RF.2.3)			
	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	Requiring additional support to develop grade-level phonics and word analysis skills could include: • Difficulty recognizing or applying vowel team sounds • Difficulty decoding two-syllable words with long vowels • Limited ability to identify or use prefixes and suffixes • Difficulty identifying irregular spelling-sound correspondences • Difficulty reading high-frequency and irregular words	Showing progress and developing in grade-level phonics and word analysis skills could include: • Identifies some vowel team sounds with occasional errors • Decodes some two-syllable words with long vowels with partial accuracy • Recognizes some prefixes and suffixes with support • Recognizes some inconsistent spelling-sound correspondences • Reads most high-frequency words with some inconsistencies	Demonstrating an understanding and consistent application of grade-level phonics and word analysis skills could include: • Identifies and applies common taught vowel team sounds in words (e.g., ai, ea, ee) • Decodes regularly spelled two-syllable words with long vowels • Identifies and applies common prefixes and suffixes to decode words • Identifies words with inconsistent spelling-sound correspondences with high accuracy • Reads grade-level irregular and high-frequency words with automaticity 3* Student is consistently and independently able to apply more advanced phonics and word analysis skills with automaticity and fluency to demonstrate a deeper understanding of decoding.
Evidence	Formative Assessment may include: • Refer to the “Accuracy” section of the running record, if administered within the last 4 weeks Summative Assessment: • DIBELS 8th Edition Benchmark		

Read with sufficient accuracy and fluency to support comprehension. (L.RF.2.4)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Reads grade-level text with less than 95% accuracy, frequently struggling with word recognition - Reads slowly and/or without appropriate expression, in mostly one to one correspondence - Rarely uses context clues or attempts to self-correct when reading	- Reads grade-level text with 95-97% accuracy - Reads at a moderate rate with some expression, and 2-3 word phrases - Sometimes uses context clues to support word recognition, occasionally needing teacher guidance	- Reads grade-level text with 98-100% accuracy - Reads at an appropriate rate with natural 3-4 word phrases - Uses context clues to confirm or self-correct word recognition 3* Student is consistently and independently able to read grade-level text (or above) accurately and fluently to demonstrate a deeper understanding of the text.
Evidence	Formative Assessment may include: - Reading conferences and small group reading instruction - Refer to the "Fluency Score," "Accuracy" and "Comprehension" sections of the running record, if administered within the last 4 weeks - Oral and written responses to text-related questions - Fluency Passages Summative Assessment: - DIBELS 8th Edition Benchmark - LinkIt! Benchmark		

Writes the most common graphemes (letters or letter groups) for each phoneme (consonants and vowel sounds). (L.WF.2.1.B)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Limited identification of consonants, consonant clusters, and consonant digraphs - Limited identification of vowels and vowel teams	- Correctly identifies some consonants, consonant clusters, and consonant digraphs - Correctly identifies some vowels and vowel teams	- Correctly identifies most different consonants, consonant clusters, and consonant digraphs (e.g., /s/ = s, ss, ce, ci, cy; /f/ = f, ff; /k/ = c, k, -ck) - Correctly identifies most different vowels and vowel teams (e.g., /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay) 3* Student is consistently and independently able to apply their knowledge of letter/sound groups with infrequent errors to demonstrate a deeper understanding of encoding.
Evidence	Formative Assessment may include: - Phonics checkpoint assessments - Unit pre- and post- writing assessments - Student writing - Written reading response Summative Assessment: - Post-assessments from phonics units - Word study benchmarks - District writing benchmark		

Demonstrate command of the conventions of encoding and spelling. (L.WF.2.2)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	Requiring additional support to develop the conventions of encoding and spelling could include: - Below 69% accuracy on phonics unit assessments - Difficulty spelling words with complex consonant blends like scr, str, squ in all contexts - Inconsistently spells words with less common vowel teams (ow, oo, au, ou, ue) - Frequently misspells vowel-r combination words (like turn, star, third) - Difficulty spelling contractions (we'll, I'm, they've, don't) - Consistently confuses homophones - Difficulty spelling multisyllabic words - Frequently misspells irregular words	Showing progress and developing the conventions of encoding and spelling could include: 70%-79% accuracy on phonics unit assessments - Spells most complex consonant blend words (scr, str, squ in all contexts) correctly with some errors - Spells less common vowel teams (ow, oo, au, ou, ue) correctly with occasional mistakes - Spells most vowel-r combination words with minimal errors (like turn, star, third) - Forms most contractions correctly with some minor errors (we'll, I'm, they've, don't) - Demonstrates partial understanding of homophones, sometimes using correct spelling in context - Spells multisyllabic words correctly with some errors - Spells most irregular words with some errors	Demonstrating an understanding and consistent application of conventions of encoding and spelling could include: 80%-89% accuracy on phonics unit assessments - Accurately spells words with complex blends like scr, str, squ in all contexts - Correctly spells less common vowel teams for long vowels (ow, oo, au, ou, ue) - Consistently spells vowel-r combination words correctly (like turn, star, third) - Spells contractions (we'll, I'm, they've, don't) - Demonstrates understanding of homophones, using correct spelling in context - Correctly spells two- and three-syllable words combining different syllable types - Correctly spells most irregular words (against, many, enough, does) 3* Student is consistently and independently able to demonstrate an application of spelling in their writing to demonstrate a deeper understanding of encoding.
Evidence	Formative Assessment may include: - Phonics checkpoint assessments - Unit pre- and post- writing assessments - Student writing - Written reading response Summative Assessment: - Post-assessments from phonics units - Word study benchmarks		

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| | <ul style="list-style-type: none">• District writing benchmark |
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Demonstrate command of the conventions of writing: punctuation, capitalization, and grammar. (L.WF.2.3)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	Requiring additional support to develop the conventions of punctuation, capitalization, and grammar could include: • Requires significant support to apply writing conventions • Rarely or inconsistently uses appropriate end punctuation • Demonstrates limited understanding of capitalization rules • Produces fragmented or unclear sentences with frequent grammatical mistakes	Showing progress in developing the conventions of punctuation, capitalization, and grammar could include: • Inconsistently applies grade-appropriate writing conventions • Uses some end punctuation correctly, with occasional errors • Capitalizes some words correctly, with some errors • Attempts to write complete sentences with some grammatical errors	Demonstrating an understanding and consistent application of the conventions of punctuation, capitalization, and grammar could include: • Applies grade-appropriate writing conventions • Uses end punctuation (periods, question marks, exclamation points) correctly in most sentences • Correctly capitalizes the first word of sentences, proper nouns, and personal pronoun "I" in most writing • Writes complete sentences with subject and predicate; uses basic grammatical structures accurately 3* Student is consistently and independently able to apply more advanced conventions to demonstrate a deeper understanding of punctuation, capitalization, and grammar.
Evidence	Formative Assessment may include: • Unit pre- and post- writing assessments • Student writing • Written reading response Summative Assessment: • District writing benchmark		

Grade 2 Reading: Literature and Informational

Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. (RL.CR.2.1)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Asks questions that are unrelated to the key details in the text - Gives vague or incorrect answers that do not relate directly to the text - Rarely or never uses direct textual evidence to support responses - Limited understanding of the key details in a text	- Asks basic questions about the text with partial understanding of key details - Provides partially complete answers that show some connection to the text - Sometimes uses textual evidence, but references may be unclear - Shows partial understanding of key details in a text	- Asks relevant questions about key details in the text that relate to the story's main elements - Provides text-based answers that relate to the story - Refers explicitly to the text as the evidence for the answers - Understands the key details in a text 3* Student is consistently and independently able to ask and answer questions about key details in a literary text and utilize explicit evidence from the text to demonstrate a deeper understanding.
Evidence	Formative Assessment may include: - Reading conferences and small group reading instruction - Refer to the "Comprehension" section of the running record, if administered within the last 4 weeks - Whole class discussion - Written reading response - Oral and written responses in social studies/science Summative Assessment: - LinkIt! Benchmark		

Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. (RI.CR.2.1)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Asks few or no meaningful questions about the text. Questions lack clarity or connection to the text's content. - Provides minimal or incorrect answers with little to no textual evidence to support the response. - Rarely or never uses textual evidence to support understanding. Answers are primarily based on personal opinion or guesswork.	- Asks basic questions that show partial understanding of the key details. Questions may be somewhat vague or only partially connected to the main ideas. - Provides partially accurate answers with some reference to the text. Explanation may be incomplete or only partially supported by evidence. - Uses some textual evidence, but may be imprecise or incomplete in referencing the text.	- Asks relevant questions that directly relate to the main idea of the informational text. Questions demonstrate an understanding of the key details. - Provides accurate answers that reference explicit textual evidence. Responses explain the reasoning behind the answer. - Provides evidence from the text to support understanding. Uses language from the text. 3* Student is consistently and independently able to ask and answer questions to demonstrate a deeper understanding of key details in an informational text, referring explicitly to the text to support their thinking.
Evidence	Formative Assessment may include: - Reading conferences and small group reading instruction - Refer to the "Comprehension" section of the running record, if administered within the last 4 weeks - Whole class discussion - Written reading response - Oral and written responses in social studies/science Summative Assessment: - LinkIt! Benchmark		

Recount a literary text in oral and written form. (RL.CI.2.2)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	• Difficulty retelling the literary text, providing minimal details, or mixing up the sequence of events • Uses limited vocabulary and incomplete sentences	• Retells most of the literary text with some details, but may miss some key events or have slight sequencing errors • Uses some story-specific words and mostly complete sentences	• Retells the literary text with details and correct sequence of events; retelling includes beginning, middle, and end • Uses story vocabulary and complete sentences 3* Student is consistently and independently able to recount a literary text using vivid details to demonstrate a deeper understanding of the text in both oral and written form.
Evidence	Formative Assessment may include: • Reading conferences and small group reading instruction • Whole class discussion • Written reading response Summative Assessment: • Refer to the “Comprehension” section of the running record, if administered within the last 4 weeks		

Recount an informational text in oral and written form. (RI.CI.2.2)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	Recounts, in oral and written form, few key details from an informational text. Demonstrates minimal understanding of the text's main ideas.	Recounts, in oral and written form, some key details that relate to the main idea of an informational text. Demonstrates partial understanding of the text's main ideas. Limited vocabulary usage.	Recounts, in oral and written form, multiple key details that relate to the main idea of an informational text. Demonstrates an understanding of the text's main idea and uses complete sentences to explain. 3* Student is consistently and independently able to recount and summarize details from an informational text to demonstrate a deeper understanding of the text's main ideas and purpose in both oral and written form.
Evidence	Formative Assessment may include: - Reading conferences and small group reading instruction - Refer to the "Comprehension" section of the running record, if administered within the last 4 weeks - Whole class discussion - Written reading response - CER in social studies/science Summative Assessment: - LinkIt! Benchmark		

Determine the central message in literary texts. (RL.CI.2.2)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	• Difficulty identifying the central message or offers an incorrect interpretation. • Shows minimal understanding of the text's overall meaning • Provides minimal or no evidence from the text to support the central message	• Partially identifies the central message with some supporting details • Shows basic understanding of the text with some difficulty explaining the full meaning • Provides limited or somewhat vague evidence from the text	• Identifies the main message or lesson of the text with specific supporting details from the story • Understands of the text's meaning and can explain the central message in own words • Provides clear and relevant examples from the text that directly support the central message 3* Student is consistently and independently able to determine the central message in literary texts to demonstrate a deeper understanding of the text, using many clear and relevant examples from the text that directly support the central message.
Evidence	Formative Assessment may include: • Reading conferences and small group reading instruction • Refer to the "Comprehension" section of the running record, if administered within the last 4 weeks • Whole class discussion • Written reading response Summative Assessment: • LinkIt! Benchmark		

Determine the main topic in multi-paragraph informational text, focusing on specific paragraphs. (RI.CI.2.2)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	• Difficulty with or incorrectly identifies the main topic • Provides vague or incorrect explanation • Demonstrates limited understanding of text structure	• Identifies main topic with some accuracy • Provides partial explanation of central idea • Shows basic understanding of text structure	• Accurately identifies the main topic across multiple paragraphs • Provides clear explanation of the central idea • Demonstrates strong comprehension of text structure 3* Student is consistently and independently able to determine the main topic in a multi-paragraph text to demonstrate a <i>deeper</i> understanding of the central idea and relevant key details, focusing on specific paragraphs to support their thinking.
Evidence	Formative Assessment may include: • Reading conferences and small group reading instruction • Refer to the “Comprehension” section of the running record, if administered within the last 4 weeks • Whole class discussion • Written reading response • CER in social studies/science Summative Assessment: • LinkIt! Benchmark		

Describe how characters in a story respond to major events and challenges using key details within a text. (RL.IT.2.3)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Limited ability to identify or describe character responses - Provides minimal or no relevant details about how a character responds major events or challenges - Shows limited understanding of story events and their impact on characters	- Partially identifies character responses - Uses some key details to explain how a character responds to major events or challenges - Shows partial understanding of story events and their impact on characters	- Accurately identifies and describes how characters respond to major events - Uses multiple key details from the text to explain how a character responds to major events or challenges - Demonstrates comprehension of major story events and their impact on characters 3* Student is consistently and independently able to use precise key details to describe how characters respond to major events and challenges to demonstrate a deeper comprehension of literary text.
Evidence	Formative Assessment may include: - Reading conferences and small group reading instruction - Refer to the "Comprehension" section of the running record, if administered within the last 4 weeks - Whole class discussion - Written reading response Summative Assessment: - LinkIt! Benchmark		

Compare and contrast literary versions of the same story by different authors or from different cultures and/or two informational versions of the same idea or topic by different authors or authors from different cultures. (RL.CT.2.8 & RI.CT.2.8)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	• Unable to identify any meaningful similarities or differences between two versions of the same story or two informational versions of the same idea or topic • Little to no text evidence used for comparisons/contrasts	• Identifies some similarities and/or differences between two versions of the same story or two informational versions of the same idea or topic • Provides limited text-based evidence for comparisons/contrasts	• Identifies most similarities and/or differences between two versions of the same story or two informational versions of the same idea or topic • Uses details from both texts to support comparisons/ contrasts 3* Student is consistently and independently able to compare and contrast literary versions of the same story and/or informational versions of the same idea or topic to demonstrate a deeper understanding of the details and perspectives using relevant evidence from both texts.
Evidence	Formative Assessment may include: • Reading conferences and small group reading instruction • Refer to the “Comprehension” section of the running record, if administered within the last 4 weeks • Whole class discussion • Written reading response Summative Assessment: • LinkIt! Benchmark		

Grade 2 Writing

With prompts and support, write opinion pieces to present an idea with reasons or information. (W.AW.2.1)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Minimal or no clear opinion stated - No supporting reasons or information provided. No additional information used to support opinion - No conclusion provided	- Partially states an opinion with some clarity - Provides some reasons or information that somewhat supports the opinion. Attempts to use supporting information but may be unclear or limited - Attempts a conclusion but may be unclear	- Introduces an opinion with a clear statement - Supports the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic - Provides a conclusion related to the opinion presented 3* Student is consistently and independently able to write opinion pieces to demonstrate a deeper understanding of a topic, presenting ideas with relevant reasons and information that strongly support their opinion.
Evidence	Formative Assessment may include: - Unit pre- and post- writing assessments - Student writing - Written reading response Summative Assessment: - District writing benchmark		

Write informative/explanatory texts to examine a topic and convey ideas and information. (W.IW.2.2)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Introduces the topic with minimal or unclear information - Provides very few or no relevant details about the topic - Provides minimal or irrelevant information - Lacks a conclusion or writes a conclusion that does not relate to the topic	- Introduces the topic with some clarity but may lack specific details - Includes some facts and details about the topic, but may be limited. Includes some information related to the topic, but may not be fully connected - Attempts to write a conclusion, but it may be weak or incomplete	- Introduces a topic clearly - Develops a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic - Provides a conclusion related to the topic or information presented 3* Student is consistently and independently able to write focused informative/explanatory pieces to demonstrate a deeper understanding of a topic, conveying ideas and information using relevant details and text evidence to properly support the topic.
Evidence	Formative Assessment may include: - Unit pre- and post- writing assessments - Student writing - Written reading response Summative Assessment: - District writing benchmark		

Write narratives based on real or imagined experiences or events with basic story elements. (W.NW.2.3)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	- Minimal or no character introduction or situational context. Events are disjointed or difficult to follow - Lacks descriptive language or meaningful character responses - Few or no transition words used to connect events - Minimal or no sensory details or concrete language - No conclusion or an abrupt ending unrelated to the story	- Introduces some characters and provides a basic situation. Presents events with some organization - Includes some descriptive language or dialogue with limited detail - Uses some transition words and phrases, but may be repetitive or inconsistent - Includes some sensory details or concrete words - Offers a basic conclusion with limited connection to the story	- Orients the reader by establishing a situation and introducing characters; organize an event sequence - Provides dialogue and description of experiences and events and/or show the responses of characters to situations (dialogue can include speech bubbles or be included in their written narrative) - Uses transition words to manage the sequence of events. - Uses concrete words and phrases and sensory details to convey experience and events. - Provides a conclusion or sense of closure related to the narrated experiences or events. 3* Student is consistently and independently able to write clear and detailed narrative pieces to demonstrate a deeper understanding of story structure and narrative craft.
Evidence	Formative Assessment may include: - Unit pre- and post- writing assessments - Student writing - Written reading response Summative Assessment: - District writing benchmark		

With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. (W.WP.2.4)

	Not Yet Meeting 1	Developing 2	Meeting 3
Semester S1 & S2	With guidance and support: • Difficulty identifying audience or purpose without significant support • Minimally engages in self-evaluation and requires extensive support • Requires substantial assistance to locate and correct writing errors	With guidance and support: • Partially identifies audience and purpose with some guidance • Participates in self-evaluation with moderate guidance, making some basic revisions • Uses tools with moderate guidance to identify and correct some errors	With guidance and support: • Identify audience and purpose before writing • Participate in self-evaluation of written work • With feedback and digital or print tools such as a primary dictionary, find and correct errors 3* Student is consistently and independently able to plan, revise, and edit writing to demonstrate a deeper understanding of clear communication to an audience.
Evidence	Formative Assessment may include: • Unit pre- and post- writing assessments • Student writing • Written reading response • Application of planning strategies • Application revision and editing checklists Summative Assessment: • District writing benchmark		