

<u>Standard</u>	<u>Exceeding</u>	<u>Meeting</u>	<u>Approaching</u>	<u>Progressing</u>	<u>Beginning</u>
	<i>The student independently extends key concepts/skills and consistently works beyond grade-level standards.</i>	<i>The student shows a thorough understanding of concepts/skills and consistently applies them with accuracy and independence.</i>	<i>The student shows near-complete understanding of concepts/skills and applies them with increased accuracy and independence.</i>	<i>The student shows increased understanding of concepts/skills and applies them with guidance and support from adults.</i>	<i>The student shows basic understanding of concepts/skills and applies them with guidance and support from adults.</i>
Reading					
2.RSL.2/3/5/6/7/10 Retells text with comprehension	<i>Reads literature text within the grade 3 and above text bands and demonstrates comprehension by accurately identifying characters, settings, problems, solutions, central messages, and retelling the story.</i>	<i>Reads literature text at the end of the grade 2 text band and demonstrates comprehension by accurately identifying characters, settings, problems, solutions, central messages, and retelling the story.</i>	<i>Reads literature text at the middle of the grade 2 text band and demonstrates comprehension by accurately identifying characters, settings, problems, solutions, central messages, and retelling the story.</i>	<i>Reads literature text at the beginning of the grade 2 text band and demonstrates comprehension by accurately identifying characters, settings, problems, solutions, central messages, and retelling the story.</i>	<i>Reads literature text within the grade 1 or earlier text bands and demonstrates comprehension by accurately identifying characters, settings, problems, solutions, central messages, and retelling the story.</i>

<p>2.RSIT.2/8/10 Identifies the main topic and purpose of text</p>	<p><i>Reads informational text within the grade 3 and above text bands</i> and demonstrates comprehension by accurately identifying the main topic or purpose of a paragraph or whole text and the details that support it.</p>	<p><i>Reads informational text at the end of the grade 2 text band</i> and demonstrates comprehension by accurately identifying the main topic or purpose of a paragraph or whole text and the details that support it.</p>	<p><i>Reads informational text at the middle of the grade 2 text band</i> and demonstrates comprehension by accurately identifying the main topic or purpose of a paragraph or whole text and the details that support it.</p>	<p><i>Reads informational text at the beginning of the grade 2 text band</i> and demonstrates comprehension by accurately identifying the main topic or purpose of a paragraph or whole text and the details that support it.</p>	<p><i>Reads informational text within the grade 1 or earlier text bands</i> and demonstrates comprehension by accurately identifying the main topic or purpose of a paragraph or whole text and the details that support it.</p>
<p>2.RSL.9 2.RSIT.9 Compares and contrasts text</p>	<p><i>Reads literature text within the grade 3 and above text bands</i> and accurately compares and contrasts 2 or more versions of the same story. <i>Reads informational text within the grade 3 and above text bands</i> and accurately</p>	<p><i>Reads literature text at the end of the grade 2 text band</i> and accurately compares and contrasts 2 or more versions of the same story. <i>Reads informational text at the end</i></p>	<p><i>Reads literature text at the middle of the grade 2 text band</i> and accurately compares and contrasts 2 or more versions of the same story. <i>Reads informational</i></p>	<p><i>Reads literature text at the beginning of the grade 2 text band</i> and accurately compares and contrasts 2 or more versions of the same story. <i>Reads informational</i></p>	<p><i>Reads literature text within the grade 1 or earlier text bands</i> and accurately compares and contrasts 2 or more versions of the same story. <i>Reads informational</i></p>

	compares and contrasts the most important points presented.	<i>of the grade 2 text band</i> and accurately compares and contrasts the most important points presented.	<i>text at the middle of the grade 2 text band</i> and accurately compares and contrasts the most important points presented.	<i>text at the beginning of the grade 2 text band</i> and accurately compares and contrasts the most important points presented.	<i>text within the grade 1 or earlier text bands</i> and accurately compares and contrasts the most important points presented.
2.RSFS.3 Reads accurately	<i>Reads text within the grade 3 and above text bands</i> and consistently knows and applies phonics and word analysis skills to decode words.	<i>Reads text at the end of the grade 2 text band</i> and consistently knows and applies phonics and word analysis skills to decode words.	<i>Reads text at the middle of the grade 2 text band</i> and consistently knows and applies phonics and word analysis skills to decode words.	<i>Reads text at the beginning of the grade 2 text band</i> and consistently knows and applies phonics and word analysis skills to decode words.	<i>Reads text within the grade 1 or earlier text bands</i> and consistently knows and applies phonics and word analysis skills to decode words.
2.RSFS.4 Reads fluently	<i>Reads text within the grade 3 and above text bands</i> orally with accuracy, appropriate rate, and expression.	<i>Reads text at the end of the grade 2 text band</i> orally with accuracy, appropriate rate, and expression.	<i>Reads text at the middle of the grade 2 text band</i> orally with accuracy, appropriate rate, and expression.	<i>Reads text at the beginning of the grade 2 text band</i> orally with accuracy, appropriate rate, and expression.	<i>Reads text within the grade 1 or earlier text bands</i> orally with accuracy, appropriate rate, and expression.

Writing					
2.WS.1 Writes opinion texts	Writes opinion texts that <i>independently and consistently</i> introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (ex: because, and, also) to connect the opinion and reasons, and provide a concluding statement or section. <i>Uses rich vocabulary and varied sentence structure to explain points.</i>	Writes opinion texts that <i>consistently</i> introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (ex: because, and, also) to connect the opinion and reasons, and provide a concluding statement or section.	Writes opinion texts that <i>usually</i> introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (ex: because, and, also) to connect the opinion and reasons, and provide a concluding statement or section.	Writes opinion texts that <i>occasionally</i> introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (ex: because, and, also) to connect the opinion and reasons, and provide a concluding statement or section.	Writes opinion texts that <i>rarely</i> introduce a topic, state an opinion, supply reasons that support the opinion, use linking words (ex: because, and, also) to connect the opinion and reasons, and provide a concluding statement or section.
2.WS.2 Writes informative/ explanatory texts	Writes informative/ explanatory texts that <i>independently and consistently</i> introduce a topic, use facts and definitions to develop points, and provide a concluding statement. <i>Uses rich vocabulary and varied sentence</i>	Writes informative/ explanatory texts that <i>consistently</i> introduce a topic, use facts and definitions to develop points, and provide a concluding	Writes informative/ explanatory texts that <i>usually</i> introduce a topic, use facts and definitions to develop points, and provide a concluding	Writes informative/ explanatory texts that <i>occasionally</i> introduce a topic, use facts and definitions to develop points, and provide a concluding	Writes informative/ explanatory texts that <i>rarely</i> introduce a topic, use facts and definitions to develop points, and provide a concluding

	<i>structure to explain points.</i>	statement.	statement.	statement.	statement.
2.WS.3 Writes narratives to recount a well-elaborated event	Writes narratives that <i>independently and consistently</i> include details (to describe actions, thoughts and feelings), temporal words to signal order of events, and a sense of closure. <i>Uses rich vocabulary and varied sentence structure to recount the event.</i>	Writes narratives that <i>consistently</i> include details (to describe actions, thoughts and feelings), temporal words to signal order of events, and a sense of closure.	Writes narratives that <i>usually</i> include details (to describe actions, thoughts and feelings), temporal words to signal order of events, and a sense of closure.	Writes narratives that <i>occasionally</i> include details (to describe actions, thoughts and feelings), temporal words to signal order of events, and a sense of closure.	Writes narratives that <i>rarely</i> include details (to describe actions, thoughts and feelings), temporal words to signal order of events, and a sense of closure.
2.WS.5 Strengthens writing through revising and editing with guidance	With <i>no guidance and support</i> from adults, <i>independently</i> focuses on a topic and strengthens writing as needed by making <i>many</i> edits and revisions.	With <i>guidance and support</i> from adults, <i>consistently</i> focuses on a topic and strengthens writing as needed by making <i>many</i> edits and revisions.	With <i>guidance and support</i> from adults, <i>usually</i> focuses on a topic and strengthens writing as needed by making <i>some</i> edits and revisions.	With <i>guidance and support</i> from adults, <i>occasionally</i> focuses on a topic and strengthens writing as needed by making <i>limited</i> edits and revisions.	With <i>guidance and support</i> from adults, <i>rarely</i> focuses on a topic and strengthens writing as needed and <i>often has difficulty editing and revising.</i>

Speaking and Listening					
2.SLS.1/3 Participates appropriately to classroom discussions	<i>Independently and consistently</i> participates appropriately to class discussions and asks <i>meaningful</i> questions to help clarify understanding.	<i>Consistently</i> participates to class discussions by following agreed upon rules and asking <i>meaningful</i> questions to help clarify understanding.	<i>Usually</i> participates appropriately to class discussions and asks questions to help clarify understanding.	<i>Occasionally</i> participates appropriately to class discussions and asks questions to help clarify understanding.	<i>Rarely</i> participates appropriately to class discussions and asks questions to help clarify understanding.
2.SLS.4/6 Communicates effectively in oral presentations	Tells a story or recounts an experience <i>independently and consistently</i> using complete sentences and including appropriate facts and details with <i>sophisticated vocabulary</i> .	Tells a story or recounts an experience <i>consistently</i> using complete sentences and including appropriate facts and details.	Tells a story or recounts an experience <i>usually</i> using complete sentences and including appropriate facts and details.	Tells a story or recounts an experience <i>occasionally</i> using complete sentences and including appropriate facts and details.	Tells a story or recounts an experience <i>rarely</i> using complete sentences and including appropriate facts and details.

Language					
<p>2.LS.1 Demonstrates command of grammar and usage</p>	<p>Independently and consistently identifies nouns, <i>pronouns</i>, verbs, adjectives, and adverbs accurately and <i>explains the function of each</i>.</p>	<p>Consistently identifies nouns, verbs, adjectives, and adverbs accurately.</p>	<p>Usually identifies nouns, verbs, adjectives, and adverbs accurately.</p>	<p>Occasionally identifies nouns, verbs, adjectives, and adverbs accurately.</p>	<p>Rarely identifies nouns, verbs, adjectives, and adverbs accurately.</p>
<p>2.LS.2 Demonstrates command of capitalization and punctuation</p>	<p>Independently and consistently capitalizes the first word in a sentence, the pronoun I, dates, names of people, holidays, product names, geographic names, and <i>titles</i> accurately. Independently and consistently uses appropriate punctuation at the end of a sentence, in a date, to separate words in a series, in greetings of letters, in closings of letters, in</p>	<p>Consistently capitalizes the first word in a sentence, the pronoun I, dates, names of people, holidays, product names, and geographic names accurately. Consistently uses appropriate punctuation at the end of a sentence, in a date, to separate words in a series, in greetings of letters, in closings</p>	<p>Usually capitalizes the first word in a sentence, the pronoun I, dates, names of people, holidays, product names, and geographic names accurately. Usually uses appropriate punctuation at the end of a sentence, in a date, to separate words in a series, in greetings of letters, in closings of letters, in</p>	<p>Occasionally capitalizes the first word in a sentence, the pronoun I, dates, names of people, holidays, product names, and geographic names accurately. Occasionally uses appropriate punctuation at the end of a sentence, in a date, to separate words in a series, in greetings of letters, in closings of letters, in</p>	<p>Usually capitalizes the first word in a sentence, the pronoun I, dates, names of people, holidays, product names, and geographic names accurately. Rarely uses appropriate punctuation at the end of a sentence, in a date, to separate words in a series, in greetings of letters, in closings of letters, in contractions, and</p>

	contractions, in possessives, <i>in addresses, and in dialogue.</i>	of letters, in contractions, and in possessives.	contractions, and in possessives.	of letters, in contractions, and in possessives.	in possessives.
2.LS.2 Applies spelling skills in written works	<i>Independently and consistently</i> generalizes learned spelling patterns when writing words.	<i>Consistently</i> generalizes learned spelling patterns when writing words.	<i>Usually</i> generalizes learned spelling patterns when writing words.	<i>Occasionally</i> generalizes learned spelling patterns when writing words.	<i>Rarely</i> generalizes learned spelling patterns when writing words.