

Cleveland City Schools

Elementary Standards Aligned Report Card



English Language Arts Rubrics

Second Grade ELA – Foundational Literacy (Reading Foundations) Standards

Grade Level Standards	4- Mastery	3- On-Track	2- Approaching	1-Below
2.FL.PC.1 NA for 2 nd Grade				
2.FL.PC.2 NA for 2 nd Grade				
2.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.				
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Distinguishes long and short vowels when reading regularly spelled one-syllable words.	With limited support distinguishes long and short vowels when reading regularly spelled one-syllable words.	Inconsistently distinguishes long and short vowels when reading regularly spelled one-syllable words.	Unable to distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondence for additional common vowel teams.	Know spelling-sound correspondence for additional common vowel teams.	With limited support know spelling-sound correspondence for additional common vowel teams.	Inconsistently know spelling-sound correspondence for additional common vowel teams.	Unable to know spelling-sound correspondence for additional common vowel teams. vowel sounds.
c. Decode regularly spelled two-syllables with long vowels.	Decodes regularly spelled two-syllables with long vowels.	With limited support decodes regularly spelled two-syllables with long vowels.	Inconsistently decode regularly spelled two-syllables with long vowels.	Unable to decode regularly spelled two-syllables with long vowels.
d. Decode words with common prefixes and suffixes.	Decodes words with common prefixes and suffixes.	With limited support decodes words with common prefixes and suffixes.	Inconsistently decode words with common prefixes and suffixes.	Unable to decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.	Identifies words with inconsistent but common spelling-sound correspondences.	With limited support identifies words with inconsistent but common spelling-sound correspondences.	Inconsistently identify words with inconsistent but common spelling-sound correspondences.	Unable to identify words with inconsistent but common spelling-sound correspondences.

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
f. Recognize and read grade-appropriate irregularly spelled words.	Recognizes and reads grade-appropriate irregularly spelled words.	With limited support recognizes and reads grade-appropriate irregularly spelled words.	Inconsistently recognizes and reads grade-appropriate irregularly spelled words.	Unable to recognize and read grade-appropriate irregularly spelled words.
g. Decode grade level texts with purpose and understanding.	Decodes grade level texts with purpose and understanding.	With limited support decodes grade level texts with purpose and understanding.	Inconsistently decodes grade level texts with purpose and understanding.	Unable to decode grade level texts with purpose and understanding.
2.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.				
a. Use conventional spelling for one-syllable words including position based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals and possessives.	Uses conventional spelling for one-syllable words including position based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals and possessives.	With limited support uses conventional spelling for one-syllable words including position based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals and possessives.	Inconsistently uses conventional spelling for one-syllable words including position based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals and possessives.	Unable to use conventional spelling for one-syllable words including position based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals and possessives.
b. Use conventional spellings for regular two and three syllable words, containing combined syllable types, compounds, and common prefixes and derivational suffixes.	Uses conventional spellings for regular two and three syllable words, containing combined syllable types, compounds, and common prefixes and derivational suffixes.	With limited support uses conventional spellings for regular two and three syllable words, containing combined syllable types, compounds, and common prefixes and derivational suffixes.	Inconsistently uses conventional spellings for regular two and three syllable words, containing combined syllable types, compounds, and common prefixes and derivational suffixes.	Unable to use conventional spellings for regular two and three syllable words, containing combined syllable types, compounds, and common prefixes and derivational suffixes.
c. Spell words with suffixes that require consonant doubling, dropping silent- <i>e</i> and changing <i>y</i> to <i>i</i> .	Spells words with suffixes that require consonant doubling, dropping silent- <i>e</i> and changing <i>y</i> to <i>i</i> .	With limited support spells words with suffixes that require consonant doubling, dropping silent- <i>e</i> and changing <i>y</i> to <i>i</i> .	Inconsistently spells words with suffixes that require consonant doubling, dropping silent- <i>e</i> and changing <i>y</i> to <i>i</i> .	Unable to spell words with suffixes that require consonant doubling, dropping silent- <i>e</i> and changing <i>y</i> to <i>i</i> .
d. Write most common, frequently used words and most irregular words.	Writes most common, frequently used words and most irregular words.	With limited support writes most common, frequently	Inconsistently writes most common, frequently used	Unable to write most common, frequently used

		used words and most irregular words.	words and most irregular words.	words and most irregular words.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
e. Consult reference materials, including beginning dictionaries, to check and correct spelling.	Consults reference materials, including beginning dictionaries, to check and correct spelling.	With limited support consults reference materials, including beginning dictionaries, to check and correct spelling.	Inconsistently consults reference materials, including beginning dictionaries, to check and correct spelling.	Unable to consult reference materials, including beginning dictionaries, to check and correct spelling.
f. Print legibly in manuscript write many upper and lowercase letters in cursive.	Prints legibly in manuscript write many upper and lowercase letters in cursive	With limited support prints legibly in manuscript write many upper and lowercase letters in cursive.	Inconsistently prints legibly in manuscript write many upper and lowercase letters in cursive.	Unable to print legibly in manuscript write many upper and lowercase letters in cursive.
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				
a. Read grade-level text with purpose and understanding.	Reads grade-level text with purpose and understanding.	With limited support read grade-level text with purpose and understanding.	Inconsistently read grade-level text with purpose and understanding.	Unable to read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings	With limited support read grade-level text orally with accuracy, appropriate rate, and expression on successive readings	Inconsistently read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Unable to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Uses context to confirm or self-correct word recognition and understanding of words; reread as necessary.	With limited support uses context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Inconsistently uses context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Unable to use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing when speaking and conventions when writing.				
a. Use collective nouns.	Uses collective nouns.	With limited support use collective nouns.	Inconsistently uses collective nouns.	Unable to use collective nouns.

b. Form and use frequently occurring irregular plural nouns.	Forms and uses frequently occurring irregular plural nouns.	With limited support forms and use frequently occurring irregular plural nouns.	Inconsistently forms and use frequently occurring irregular plural nouns.	Unable to form and use frequently occurring irregular plural nouns.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
c. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i> .	Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i> .	With limited support use reflexive pronouns such as <i>myself</i> and <i>ourselves</i> .	Inconsistently use reflexive pronouns such as <i>myself</i> and <i>ourselves</i> .	Unable to use reflexive pronouns such as <i>myself</i> and <i>ourselves</i> .
d. Form and use the past tense of frequently occurring irregular verbs.	Form and use the past tense of frequently occurring irregular verbs.	With limited support form and use the past tense of frequently occurring irregular verbs.	Inconsistently form and use the past tense of frequently occurring irregular verbs.	Unable to form and use the past tense of frequently occurring irregular verbs.
e. Use adjectives and adverbs correctly.	Use adjectives and adverbs correctly.	With limited support use adjectives and adverbs correctly.	Inconsistently use adjectives and adverbs correctly.	Unable to use adjectives and adverbs correctly.
f. Produce, expand, and rearrange simple and compound sentences.	Produce, expand, and rearrange simple and compound sentences.	With limited support produce, expand, and rearrange simple and compound sentences.	Inconsistently produce, expand, and rearrange simple and compound sentences.	Unable to produce, expand, and rearrange simple and compound sentences.
g. Use common coordinating conjunctions.	Uses common coordinating conjunctions.	With limited support uses common coordinating conjunctions.	Inconsistently uses common coordinating conjunctions.	Unable to use common coordinating conjunctions.
h. Capitalize holidays, product names, and geographic names.	Capitalizes holidays, product names, and geographic names.	With limited support capitalizes holidays, product names, and geographic names.	Inconsistently capitalize holidays, product names, and geographic names.	Unable to capitalize holidays, product names, and geographic names.
i. Use commas in the greeting and closing of a letter.	Uses commas in the greeting and closing of a letter.	With limited support use commas in the greeting and closing of a letter.	Inconsistently use commas in the greeting and closing of a letter.	Unable to use commas in the greeting and closing of a letter.
j. Use an apostrophe to form contractions and frequently occurring possessives.	Uses an apostrophe to form contractions and frequently occurring possessives.	With limited support use an apostrophe to form contractions and frequently occurring possessives.	Inconsistently use an apostrophe to form contractions and frequently occurring possessives.	Unable to use an apostrophe to form contractions and frequently occurring possessives.
k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.	With prompting and support, links sentences into a simple, cohesive paragraph with a main idea or topic.		With prompting and support, inconsistently links sentences into a simple, cohesive paragraph with a main idea or topic.	With prompting and support, unable to link sentences into a simple, cohesive paragraph with a main idea or topic.

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.FL.VA.7a. Determine or clarify the meaning of unknown multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.				
i. Use sentence-level context as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a word or phrase.	With limited support use sentence-level context as a clue to the meaning of a word or phrase.	Inconsistently uses sentence-level context as a clue to the meaning of a word or phrase.	Unable to use sentence-level context as a clue to the meaning of a word or phrase.
ii. Determine the meaning of the new word formed when a known prefix is added to a known word.	Determine the meaning of the new word formed when a known prefix is added to a known word.	With limited support determine the meaning of the new word formed when a known prefix is added to a known word.	Inconsistently determines the meaning of the new word formed when a known prefix is added to a known word.	Unable to determine the meaning of the new word formed when a known prefix is added to a known word.
iii. Use a known root word as a clue to the meaning of an unknown word with the same root.	Use a known root word as a clue to the meaning of an unknown word with the same root.	With limited support use a known root word as a clue to the meaning of an unknown word with the same root.	Inconsistently uses a known root word as a clue to the meaning of an unknown word with the same root.	Unable to use a known root word as a clue to the meaning of an unknown word with the same root.
iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.	Use knowledge of the meaning of individual words to predict the meaning of compound words.	With limited support use knowledge of the meaning of individual words to predict the meaning of compound words.	Inconsistently uses knowledge of the meaning of individual words to predict the meaning of compound words.	Unable to use knowledge of the meaning of individual words to predict the meaning of compound words.
v. Use glossaries and beginning dictionaries both print and digital, to determine and clarify the meaning of words and phrases.	Use glossaries and beginning dictionaries both print and digital, to determine and clarify the meaning of words and phrases.	With limited support use glossaries and beginning dictionaries both print and digital, to determine and clarify the meaning of words and phrases.	Inconsistently uses glossaries and beginning dictionaries both print and digital, to determine and clarify the meaning of words and phrases.	Unable to use glossaries and beginning dictionaries both print and digital, to determine and clarify the meaning of words and phrases.

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.FL.VA.7b. Demonstrate understanding of word relationships and nuances in word meanings.				
a. Identify real-life connections between words and their use.	Identifies real-life connections between words and their use.	With limited support identifies real-life connections between words and their use.	Inconsistently identifies real life-connections between words and their use.	Unable to identifies real life-connections between words and their use.
b. Distinguish shades of meaning among closely related verbs and closely related words	Distinguishes shades of meaning among closely related verbs and closely related adjectives.	With limited support distinguishes shades of meaning among closely related verbs and closely related adjectives.	Inconsistently distinguishes the meaning of closely related verbs and closely related adjectives.	Unable to distinguish the meaning of closely related verbs and closely related adjectives.
2.FL.VA.7c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	With limited support use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	Inconsistently uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Unable to use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
2.RL.KID.1 Ask and answer such questions <i>as who, what, where when, why</i> and how to demonstrate understanding of key details in a text.	Ask and answer such questions <i>as who, what, where when, why</i> and demonstrates understanding of key details in a text.	With limited support ask and answer such questions <i>as who, what, where when, why</i> and demonstrates understanding of key details in a text.	Inconsistently ask and answer such questions <i>as who, what, where when, why</i> and how to demonstrate understanding of key details in a text.	Unable to ask and answer such questions <i>as who, what, where when, why</i> and how to demonstrate understanding of key details in a text.
2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral.	With limited support recount stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral.	Inconsistently recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Unable to recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.KID.3 Describe how characters in a story respond to major events and challenges.	Describes how characters in a story respond to major events and challenges.	With limited support describe how characters in a story respond to major events and challenges.	Inconsistently describes how characters in a story respond to major events and challenges.	Unable to describe how characters in a story respond to major events and challenges.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.RL.CS.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Describes how words and phrases supply rhythm and meaning in a story, poem, or song.	With limited support describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Inconsistently describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Unable to describe how words and phrases supply rhythm and meaning in a story, poem, or song.
2.RL.CS.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	With limited support describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Inconsistently describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Unable to describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.CS.6 Determine what characters have different points of view.	Determines what characters have different points of view.	With limited support determines what characters have different points of view.	Inconsistently determine what characters have different points of view.	Unable to determine what characters have different points of view.
2.RL.IKI.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	With limited support uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Inconsistently uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Unable to use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD # 8 Not applicable to literature				
2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	Compares and contrasts two or more versions of the same story by different authors or different cultures.	With limited support compare and contrast two or more versions of the same story by different authors or different cultures.	Inconsistently compares and contrasts two or more versions of the same story by different authors or different cultures.	Unable to compare and contrast two or more versions of the same story by different authors or different cultures.
2.RL.RTTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiency,	Read and comprehend stories and poems throughout the grades 2-3 text complexity band	With limited support read and comprehend stories and poems throughout the grades 2-3 text complexity band	Inconsistently read and comprehend stories and poems throughout the grades 2-3 text complexity band	Unable to read and comprehend stories and poems throughout the grades 2-3 text complexity band

with scaffolding at the high end as needed.	proficiency, with scaffolding at the high end as needed.	proficiency, with scaffolding at the high end as needed.	proficiency, with scaffolding at the high end as needed.	proficiency, with scaffolding at the high end as needed.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
Reading Informational Text				
2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	With limited support asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Inconsistently asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Unable to ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.KID.2 Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within a text.	Identifies the main topic of a multi paragraph text as well as the focus of specific paragraphs within a text.	With limited support identifies the main topic of a multi paragraph text as well as the focus of specific paragraphs within a text.	Inconsistently identifies the main topic of a multi paragraph text as well as the focus of specific paragraphs within a text.	Unable to identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within a text.
2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in a process in a text.	Describes the connections between a series of historical events, scientific ideas or concepts, or steps in a process in a text.	With limited support describe the connections between a series of historical events, scientific ideas or concepts, or steps in a process in a text.	Inconsistently describe the connections between a series of historical events, scientific ideas or concepts, or steps in a process in a text.	Unable to describe the connections between a series of historical events, scientific ideas or concepts, or steps in a process in a text.
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	With limited support determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Inconsistently able to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Unable to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	Know and use various text features to locate key facts or information in a text efficiently	With limited support know and use various text features to locate key facts or information in a text efficiently	Inconsistently know and uses various text features to locate key facts or information in a text efficiently	Unable to identify and use various text features to locate key facts or information in a text efficiently
2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	With limited support identify the main purpose of a text, including what the author	Inconsistently identify the main purpose of a text, including what the author	Unable to identify the main purpose of a text, including what the author wants to answer, explain, or describe.

		wants to answer, explain, or describe.	wants to answer, explain, or describe.	
2.RI.CS.7 Identify and explain how illustrations and words contribute to and clarify a text.	Identify and explain how illustrations and words contribute to and clarify a text.	With limited support identify and explains how illustrations and words contribute to and clarify a text.	Inconsistently identify and explains how illustrations and words contribute to and clarify a text.	Unable to identify and explain how illustrations and words contribute to and clarify a text.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.RI.IK1.8 Describe how reasons support specific points the author makes in a text.	Describes how reasons support specific points the author makes in a text.	With limited support describe how reasons support specific points the author makes in a text.	Inconsistently describe how reasons support specific points the author makes in a text.	Unable to describe how reasons support specific points the author makes in a text.
2.RI.IK1.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points presented by two texts on the same topic.	With limited support compare and contrast the most important points presented by two texts on the same topic.	Inconsistently compare and contrast the most important points presented by two texts on the same topic.	Unable to compare and contrast the most important points presented by two texts on the same topic.
2.W.TTP.1 Write opinion pieces on topics of texts.				
a. Introduce topic or text.	Introduce topic or text.	With limited support introduce topic or text.	Inconsistently introduces topic or text.	Unable to introduce topic or text.
b. State an opinion.	State an opinion.	With limited support state an opinion.	Inconsistently states an opinion.	Unable to state an opinion.
c. Supply reasons to support the opinion.	Supply reasons to support the opinion.	With limited support supply reasons to support the opinion.	Inconsistently supply reasons to support the opinion.	Unable to write supply reasons to support the opinion.
d. Use linking words to connect the reasons to the opinion.	Use linking words to connect the reasons to the opinion.	With limited support use linking words to connect the reasons to the opinion.	Inconsistently uses linking words to connect the reasons to the opinion. section.	Unable to use linking words to connect the reasons to the opinion. section.
e. Provide a concluding statement or section.	Provides a concluding statement or section.	With limited support provide a concluding statement or section.	Inconsistently provides a concluding statement or section.	Unable to provide a concluding statement or section.
2.W.TTP.2 Write informative/explanatory texts.				

a.Introduce a topic	Introduce a topic	With limited support introduce a topic	Inconsistently introduce a topic	Unable to introduce a topic
b.Use facts and definitions to provide information.	Use facts and definitions to provide information.	With limited support use facts and definitions to provide information.	Inconsistently uses facts and definitions to provide information.	Unable to use facts and definitions to provide information.
c.Provide a concluding statement or section.	Provide a concluding statement or section.	With limited support provide a concluding statement or section.	Inconsistently provides a concluding statement or section.	Unable to provide a concluding statement or section.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2W.TTP.3 Write narratives recounting an event or short sequence of events.				
a.Include details to describe actions, thoughts, and feelings.	Include details to describe actions, thoughts, and feelings.	With limited support include details to describe actions, thoughts, and feelings.	Inconsistently include details to describe actions, thoughts, and feelings.	Unable to include details to describe actions, thoughts, and feelings.
b.Use time order words to signal event order	Use time order words to signal event order	With limited support use time order words to signal event order	Inconsistently uses time order words to signal event order	Unable to use time order words to signal event order
c.Provide a sense of closure.	Provide a sense of closure.	With limited support provide a sense of closure.	Inconsistently provides a sense of closure.	Unable to provide a sense of closure.
2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above).	With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above).		With guidance and support, inconsistently produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above).	With guidance and support, unable to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standard 1-3 above).
2.W.PDW.5 With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	With guidance and support from adults and peers, focuses on a topic, responds to questions and suggestions from peers, and strengthens writing as needed by revising and editing.		With guidance and support from adults and peers, inconsistently focuses on a topic, responds to questions and suggestions from peers, and strengthens writing as	With guidance and support from adults and peers, unable to focus on a topic respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.

			needed by revising and editing.	
2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	With guidance and support from adults, uses a variety of digital tools to produce and publish writing.		Inconsistently With guidance and support from adults, inconsistently uses a variety of digital tools to produce and publish writing.,	With guidance and support from adults, unable to use a variety of digital tools to produce and publish writing
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.W.RBPK.7 Participate in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	Participates in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	With limited support participates in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	Inconsistently participates in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	Unable to participate in shared research and writing projects such as exploring a number of books on a single topic or engaging in science experiments to produce a report.
2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	Recalls information from experiences or gather information from provided sources to answer a question.	With limited support recalls information from experiences or gather information from provided sources to answer a question.	Inconsistently recalls information from experiences or gather information from provided sources to answer a question.	Unable to recall information from experiences or gather information from provided sources to answer a question.
2.W.RBPK.9 Begins in Grade 3				
2.W.RBPK.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.		With guidance and support from adults, inconsistently engages routinely in writing activities to promote writing fluency.	With guidance and support from adults, unable to engage routinely in writing activities to promote writing fluency.
Speaking and Listening				
2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.	With limited support participate with varied peers and adults in collaborative conversations in small or large groups about	Inconsistently Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.	Unable to Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.

		appropriate 2 nd grade topics and texts.		
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.	With limited support recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.	Inconsistently recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.	Unable to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	With limited support ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	Inconsistently asks and answers questions about what a speaker says in order to gather information or clarify something that is not understood.	Unable to ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Tell a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	With limited support tell a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Inconsistently tell a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Unable to tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate to clarify ideas, thoughts, and feelings.	Add audio or visual elements to stories or recounts of experiences, when appropriate to clarify ideas, thoughts, and feelings.	With limited support add audio or visual elements to stories or recounts of experiences, when appropriate to clarify ideas, thoughts, and feelings.	Inconsistently add audio or visual elements to stories or recounts of experiences, when appropriate to clarify ideas, thoughts, and feelings.	Unable to add audio or visual elements to stories or recounts of experiences, when appropriate to clarify ideas, thoughts, and feelings.
2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	With limited support speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Inconsistently speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Unable to speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



Second Grade Mathematics – Operations and Algebraic Thinking

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
A.Represent and solve problems involving addition and subtraction (See Table 1 Addition and Subtraction Situations)				
2.OA.A.1 Add and subtract within 100 to solve one-and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Add and subtract within 100 to solve one-and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With limited support add and subtract within 100 to solve one-and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Inconsistently adds and subtracts within 100 to solve one-and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Unable to add and subtract within 100 to solve one-and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
B.Add and subtract within 30.				
2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2 nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.	Fluently add and subtract within 30 using mental strategies. By the end of 2 nd grade, know from memory all sums of two one-digit numbers and related subtraction facts	With limited support fluently add and subtract within 30 using mental strategies. By the end of 2 nd grade, know from memory all sums of two one-digit numbers and related subtraction facts	Inconsistently add and subtract within 30 using mental strategies. By the end of 2 nd grade, know from memory all sums of two one-digit numbers and related subtraction facts	Unable to add and subtract within 30. Unable to fluently add and subtract within 30 using mental strategies. By the end of 2 nd grade, know from memory all sums of two one-digit numbers and related subtraction facts

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
C.Work with equal groups of objects to gain foundations for multiplication.				
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even group of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends. Write an equation to express an even number as a total of two equal addends.	Determine whether a group of objects (up to 20) has an odd or even group of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends. Write an equation to express an even number as a total of two equal addends.	With limited support determine whether a group of objects (up to 20) has an odd or even group of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends. Write an equation to express an even number as a total of two equal addends.	Inconsistently determines whether a group of objects (up to 20) has an odd or even group of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends. Write an equation to express an even number as a total of two equal addends.	Unable to determine whether a group of objects (up to 20) has an odd or even group of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends. Write an equation to express an even number as a total of two equal addends.
Number and Operations in Base Ten				
A.Understand Place Value				
2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 706 ones; or 70 tens and 6 ones).	Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 706 ones; or 70 tens and 6 ones).	With limited support know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 706 ones; or 70 tens and 6 ones).	Inconsistently knows that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 706 ones; or 70 tens and 6 ones).	Unable to know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 706 ones; or 70 tens and 6 ones).
Understand Place Value				
2.NBT.A.2 Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	With limited support count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	Inconsistently counts within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	Unable to count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.
2.NBT.A.3 Read and write numbers to 1000 using standard form, word form and expanded form.	Read and write numbers to 1000 using standard form, word form and expanded form.	With limited support read and write numbers to 1000 using standard form, word form and expanded form.	Inconsistently reads and writes numbers to 1000 using standard form, word form and expanded form.	Unable to read and write numbers to 1000 using standard form, word form and expanded form.

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.NBT.A.4. Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship	With limited support compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship	Inconsistently compares two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship	Unable to compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship
B. Use place value understanding and properties of operations to add and subtract. (See Table 3- Properties of Operations)				
2.NBT.B.5 Fluently add or subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction	Fluently add or subtract within 100 using place value and the relationship between addition and subtraction.	With limited support fluently add or subtract within 100 using place value and the relationship between addition and subtraction.	Inconsistently able to fluently add or subtract within 100 using place value and the relationship between addition and subtraction.	Unable to fluently add or subtract within 100 using place value and the relationship between addition and subtraction.
2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.	Add up to four two-digit numbers using properties of operations and strategies based on place value.	With limited support add up to four two-digit numbers using properties of operations and strategies based on place value.	Inconsistently adds up to four two-digit numbers using properties of operations and strategies based on place value.	Unable to add up to four two-digit numbers using properties of operations and strategies based on place value.
2.NBT.b.7 Add and subtract within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Add and subtract within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	With limited support add and subtract within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Inconsistently adds and subtracts within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Unable to add and subtract within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	With limited support mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Inconsistently can mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Unable to mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below

2.NBT.B.9 Explain why addition and subtraction strategies work, using properties of operations and place value. (Explanations may include words, drawings, or objects.)	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may include words, drawings or objects.)	With limited support explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may include words, drawings or objects.)	Inconsistently explains why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may include words, drawings or objects.)	Unable to explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may include words, drawings or objects.)
Measure and estimate lengths in standard units.				
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks , and measuring tapes	With limited support measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks , and measuring tapes	Inconsistently measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks , and measuring tapes	Unable to measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks , and measuring tapes
2.MD.A.2 Measure the length of an object twice, using length units of different lengths for two measurements; describe how the two measurements relate to the size of the unit chosen.	Measure the length of an object twice, using length units of different lengths for two measurements; describe how the two measurements relate to the size of the unit chosen.	With limited support measure the length of an object twice, using length units of different lengths for two measurements; describe how the two measurements relate to the size of the unit chosen.	Inconsistently Measure the length of an object twice, using length units of different lengths for two measurements; describe how the two measurements relate to the size of the unit chosen.	Unable to Measure the length of an object twice, using length units of different lengths for two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate lengths using units of inches, feet, centimeters, and meters.	With limited support estimate lengths using units of inches, feet, centimeters, and meters.	Inconsistently Estimate lengths using units of inches, feet, centimeters, and meters.	Unable to Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	With limited support measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Inconsistently measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Unable to measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.				
2.MD.B.5 Use addition and subtraction to solve word problems involving lengths that are given in the same units.	Use addition and subtraction to solve word problems involving lengths that are given in the same units.	With limited support use addition and subtraction to solve word problems involving lengths that are given in the same units.	Inconsistently use addition and subtraction to solve word problems involving lengths that are given in the same units.	Unable to use addition and subtraction to solve word problems involving lengths that are given in the same units.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below

2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with points corresponding to the numbers 0,1,2,..., and represent sums and differences within 100 on a number line diagram.	Represent whole numbers as lengths from 0 on a number line diagram with points corresponding to the numbers 0,1,2,..., and represent sums and differences within 100 on a number line diagram.	With limited support represent whole numbers as lengths from 0 on a number line diagram with points corresponding to the numbers 0,1,2,..., and represent sums and differences within 100 on a number line diagram.	Inconsistently represent whole numbers as lengths from 0 on a number line diagram with points corresponding to the numbers 0,1,2,..., and represent sums and differences within 100 on a number line diagram.	Unable to represent whole numbers as lengths from 0 on a number line diagram with points corresponding to the numbers 0,1,2,..., and represent sums and differences within 100 on a number line diagram.
Work with time and money.				
2.MD.C.7. Tell and write time from clocks to the nearest five minutes using a.m. and p.m.	Tell and write time from clocks to the nearest five minutes using a.m. and p.m.	With limited support tell and write time from clocks to the nearest five minutes using a.m. and p.m.	Inconsistently tells and writes time from clocks to the nearest five minutes using a.m. and p.m.	Unable to tell and write time from clocks to the nearest five minutes using a.m. and p.m.
2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately.	Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately.	With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately.	Inconsistently solves contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately.	Unable to solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately.
Represent and interpret data.				
2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units	With limited support generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units	Inconsistently generates measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units	Unable to generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
2.MD.D.10 Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	With limited support draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	Inconsistently draws a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	Unable to draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below

Geometry				
Reason with shapes and their attributes.				
2.G.A.1. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length	With limited support identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length	Inconsistently identifies triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length	Unable to identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length
2.G.A.2 Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.	Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.	With limited support partition a rectangle into rows and columns of same-sized squares and find the total number of squares.	Inconsistently partitions a rectangle into rows and columns of same-sized squares and find the total number of squares.	Unable to partition a rectangle into rows and columns of same-sized squares and find the total number of squares.
2.G.A.3. Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	With limited support partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Inconsistently partitions circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Unable to partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.