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	Decodes regularly spelled	With limited support decodes	Inconsistently decode	Unable to decode regularly
two-syllables with long vowels.	two-syllables with long vowels.	regularly spelled two-syllables with long vowels.	regularly spelled two-syllables with long vowels.	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	words and most irregular words.	words and most irregular words.
	4.75	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	With limited support consults reference materials, including beginning dictionaries, to	Inconsistently consults reference materials, including beginning dictionaries, to	Unable to consult reference materials, including beginning dictionaries, to
	correct spelling.	check and correct spelling.	check and correct spelling.	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.

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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 as who, what, where when, why and demonstrates understanding of key details in a text.	With limited support ask and answer such questions as who, what, where when, why and demonstrates understanding of key details in a text.	Inconsistently ask and answer 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.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	Describes how characters in a	With limited support describe	Inconsistently describes how	Unable to describe how
Describe how characters in a story	story respond to major events	how characters in a story	characters in a story respond	characters in a story respond
respond to major events and	and challenges.	respond to major events and	to major events and	to major events and
challenges.		challenges.	challenges.	challenges.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.RL.CS.4	Describes how words and	With limited support describe	Inconsistently describe how	Unable to describe how
Describe how words and phrases	phrases supply rhythm and	how words and phrases	words and phrases supply	words and phrases supply
supply rhythm and meaning in a	meaning in a story, poem, or	supply rhythm and meaning	rhythm and meaning in a	rhythm and meaning in a
story, poem, or song.	song.	in a story, poem, or song.	story, poem, or song.	story, poem, or song.
2.RL.CS.5	Describes the overall structure	With limited support describe	Inconsistently describe the	Unable to describe the overall
Describe the overall structure of a	of a story, including describing	the overall structure of a	overall structure of a story,	structure of a story, including
story, including describing how the	how the beginning introduces	story, including describing	including describing how the	describing how the beginning
beginning introduces the story and	the story and the ending	how the beginning introduces	beginning introduces the	introduces the story and the
the ending concludes the action.	concludes the action.	the story and the ending	story and the ending	ending concludes the action.
A D7 - 00 4		concludes the action.	concludes the action.	
2.RL.CS.6	Determines what characters	With limited support	Inconsistently determine	Unable to determine what
Determine what characters have	have different points of view.	determines what characters	what characters have	characters have different
different points of view.		have different points of view.	different points of view.	points of view.
2.RL.IKI.7	Uses information gained from	With limited support uses	Inconsistently uses	Unable to use information
Use information gained from the	the illustrations and words in a	information gained from the	information gained from the	gained from the illustrations
illustrations and words in a print or	print or digital text to	illustrations and words in a	illustrations and words in a	and words in a print or digital
digital text to demonstrate	demonstrate understanding of	print or digital text to	print or digital text to	text to demonstrate
understanding of its characters,	its characters, setting, or plot.	demonstrate understanding of	demonstrate understanding of	understanding of its
setting, or plot.		its characters, setting, or plot.	its characters, setting, or plot.	characters, setting, or plot.
STANDARD # 8				
Not applicable to literature				
2.RL.IKI.9	Compares and contrasts two or	With limited support	Inconsistently compares and	Unable to compare and
Compare and contrast two or more	more versions of the same story	compare and contrast two or	contrasts two or more	contrast two or more versions
versions of the same story by	by different authors or different	more versions of the same	versions of the same story by	of the same story by different
different authors or different	cultures.	story by different authors or	different authors or different	authors or different cultures.
cultures.		different cultures.	cultures.	
2.RL.RTTC.10	Read and comprehend stories	With limited support read and	Inconsistently read and	Unable to read and
Read and comprehend stories and	and poems throughout the	comprehend stories and	comprehend stories and	comprehend stories and
poems throughout the grades 2-3	grades 2-3 text complexity band	poems throughout the grades	poems throughout the grades	poems throughout the grades
text complexity band proficiency,		2-3 text complexity band	2-3 text complexity band	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.
needed.	the high cha as needed.	at the high cha as needed.	at the high cha as needed.	at the high cha as needed.
				4.5.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
Reading Informational Text				
2.RI.KID.1	Asks and answers such	With limited support asks and	Inconsistently asks and	Unable to ask and answer
Ask and answer such questions as	questions as who, what, where,	answers such questions as	answers such questions as	such questions as who, what,
who, what, where, when, why, and	when, why, and how to	who, what, where, when,	who, what, where, when,	where, when, why, and how
how to demonstrate understanding	demonstrate understanding of	why, and how to demonstrate	why, and how to demonstrate	to demonstrate understanding
of key details in a text.	key details in a text.	understanding of key details	understanding of key details	of key details in a text.
		in a text.	in a text.	
2.RI.KID.2	Identifies the main topic of a	With limited support	Inconsistently identifies the	Unable to identify the main
Identify the main topic of a multi	multi paragraph text as well as	identifies the main topic of a	main topic of a multi	topic of a multi paragraph
paragraph text as well as the focus	the focus of specific paragraphs	multi paragraph text as well	paragraph text as well as the	text as well as the focus of
of specific paragraphs within a text.	within a text.	as the focus of specific	focus of specific paragraphs	specific paragraphs within a
		paragraphs within a text.	within a text.	text.
2.RI.KID.3	Describes the connections	With limited support describe	Inconsistently describe the	Unable to describe the
Describe the connections between a	between a series of historical	the connections between a	connections between a series	connections between a series
series of historical events, scientific	events, scientific ideas or	series of historical events,	of historical events, scientific	of historical events, scientific
ideas or concepts, or steps in a	concepts, or steps in a process	scientific ideas or concepts,	ideas or concepts, or steps in	ideas or concepts, or steps in
process in a text.	in a text.	or steps in a process in a text.	a process in a text.	a process in a text.
2.RI.CS.4	Determine the meaning of	With limited support	Inconsistently able to	Unable to determine the
Determine the meaning of words	words and phrases in a text	determine the meaning of	determine the meaning of	meaning of words and
and phrases in a text relevant to a	relevant to a grade 2 topic or	words and phrases in a text	words and phrases in a text	phrases in a text relevant to a
grade 2 topic or subject area.	subject area.	relevant to a grade 2 topic or	relevant to a grade 2 topic or	grade 2 topic or subject area.
2.RI.CS.5	Know and use various text	subject area. With limited support know	subject area. Inconsistently know and uses	Unable to identify and use
Know and use various text features	features to locate key facts or	and use various text features	various text features to locate	various text features to locate
to locate key facts or information in	information in a text efficiently	to locate key facts or	key facts or information in a	key facts or information in a
a text efficiently.	information in a text efficiently	information in a text	text efficiently	text efficiently
a text efficiently.		efficiently	text efficiently	text efficiently
2.RI.CS.6	Identify the main purpose of a	With limited support identify	Inconsistently identify the	Unable to identify the main
Identify the main purpose of a text,	text, including what the author	the main purpose of a text,	main purpose of a text,	purpose of a text, including
including what the author wants to	wants to answer, explain, or	including what the author	including what the author	what the author wants to
answer, explain, or describe.	describe.	3	3	answer, explain, or describe.

		wants to answer, explain, or describe.	wants to answer, explain, or describe.	
2.RI.CS.7	Identify and explain how	With limited support identify	Inconsistently identify and	Unable to identify and
Identify and explain how	illustrations and words	and explains how illustrations	explains how illustrations and	explain how illustrations and
illustrations and words contribute to	contribute to and clarify a text.	and words contribute to and	words contribute to and	words contribute to and
and clarify a text.	-	clarify a text.	clarify a text.	clarify a text.
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
2.RI.IKI.8	Describes how reasons support	With limited support describe	Inconsistently describe how	Unable to describe how
Describe how reasons support	specific points the author makes	how reasons support specific	reasons support specific	reasons support specific
specific points the author makes in a	in a text.	points the author makes in a	points the author makes in a	points the author makes in a
text.		text.	text.	text.
2.RI.IKI.9	Compare and contrast the most	With limited support	Inconsistently compare and	Unable to compare and
Compare and contrast the most	important points presented by	compare and contrast the	contrast the most important	contrast the most important
important points presented by two	two texts on the same topic.	most important points	points presented by two texts	points presented by two texts
texts on the same topic.		presented by two texts on the	on the same topic.	on the same topic.
		same topic.		
2.W.TTP.1				
Write opinion pieces on topics				
of texts.				
a. Introduce topic or text.	Introduce topic or tex.t	With limited support	Inconsistently introduces	Unable to introduce topic or
		introduce topic or text.	topic or text.	text.
b. State an opinion.	State an opinion.	With limited support state an	Inconsistently	Unable to state an opinion.
		opinion.	states an opinion.	
c. Supply reasons to support the	Supply reasons to support the	With limited support supply	Inconsistently supply reasons	Unable to write supply
opinion.	opinion.	reasons to support the	to support the opinion.	reasons to support the
	77 1: 1:	opinion.		opinion.
d. Use linking words to connect the	Use linking words to connect	With limited support use	Inconsistently uses linking	Unable to use linking words
reasons to the opinion.	the reasons to the opinion.	linking words to connect the	words to connect the reasons	to connect the reasons to the
		reasons to the opinion.	to the opinion.	opinion.
e. Provide a concluding statement or	Provides a concluding	With limited support provide	section. Inconsistently provides a	section. Unable to provide a
section.	statement or section.	a concluding statement or	concluding statement or	concluding statement or
section.	Statement of Section.	section.	section.	section.
2.W.TTP.2		Section.	Section.	Section.
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.

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.		needed by revising and editing. 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. Speaking and Listening	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.
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.

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.	appropriate 2 nd grade topics and texts. 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				
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 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	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	V		II S	
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	With limited support compare	Inconsistently compares two	Unable to compare two
Compare two three-digit numbers based	numbers based on the	two three-digit numbers based	three-digit numbers based on	three-digit numbers based on
on the meanings of the digits in each	meanings of the digits in each	on the meanings of the digits	the meanings of the digits in	the meanings of the digits in
place and use the symbols $>$, $=$, and $<$ to	place and use the symbols >,	in each place and use the	each place and use the	each place and use the
show the relationship.	=, and < to show the	symbols >, =, and < to show	symbols >, =, and < to show	symbols $>$, $=$, and $<$ to show
	relationship	the relationship	the relationship	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	With limited support fluently	Inconsistently able to fluently	Unable to fluently add or
Fluently add or subtract within 100 using	within 100 using place value	add or subtract within 100	add or subtract within 100	subtract within 100 using
properties of operations, strategies based	and the relationship between	using place value and the	using place value and the	place value and the
on place value, and/or the relationship	addition and subtraction.	relationship between addition	relationship between addition	relationship between addition
between addition and subtraction		and subtraction.	and subtraction.	and subtraction.
2.NBT.B.6	Add up to four two-digit	With limited support add up	Inconsistently adds up to four	Unable to add up to four
Add up to four two-digit numbers using	numbers using properties of	to four two-digit numbers	two-digit numbers using	two-digit numbers using
properties of operations and strategies	operations and strategies	using properties of operations	properties of operations and	properties of operations and
based on place value.	based on place value.	and strategies based on place	strategies based on place	strategies based on place
		value.	value.	value.
2.NBT.b.7	Add and subtract within	With limited support add and	Inconsistently adds and	Unable to add and subtract
Add and subtract within 1000, using	1000, using concrete models,	subtract within 1000, using	subtracts within 1000, using	within 1000, using concrete
concrete models, drawings, strategies	drawings, strategies based on	concrete models, drawings,	concrete models, drawings,	models, drawings, strategies
based on place value, properties of	place value, properties of	strategies based on place	strategies based on place	based on place value,
operations, and/or the relationship	operations, and/or the	value, properties of operations,	value, properties of operations,	properties of operations,
between addition and subtraction to	relationship between addition	and/or the relationship	and/or the relationship	and/or the relationship
explain the reasoning used.	and subtraction to explain the	between addition and	between addition and	between addition and
	reasoning used.	subtraction to explain the	subtraction to explain the	subtraction to explain the
		reasoning used.	reasoning used.	reasoning used.
2.NBT.B.8	Mentally add 10 or 100 to a	With limited support mentally	Inconsistently can mentally	Unable to mentally add 10 or
Mentally add 10 or 100 to a given	given number 100-900, and	add 10 or 100 to a given	add 10 or 100 to a given	100 to a given number
number 100-900, and mentally subtract	mentally subtract 10 or 100	number 100-900, and mentally	number 100-900, and mentally	100-900, and mentally
10 or 100 from a given number 100-900.	from a given number	subtract 10 or 100 from a	subtract 10 or 100 from a	subtract 10 or 100 from a
	100-900.	given number 100-900.	given number 100-900.	given number 100-900.
Cwada Laval Standarda	4 Mastaur	2 On Tuesle	2 Annuarakina	1 Delaw
Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below

Grade Level Standards	4-Mastery	3-On-Track	2-Approaching	1-Below
		given in the same units.	units.	units.
given in the same units.	given in the same units.	involving lengths that are	that are given in the same	that are given in the same
word problems involving lengths that are	involving lengths that are	solve word problems	problems involving lengths	problems involving lengths
Use addition and subtraction to solve	to solve word problems	addition and subtraction to	subtraction to solve word	subtraction to solve word
2.MD.B.5	Use addition and subtraction	With limited support use	Inconsistently use addition and	Unable to use addition and
length.				
Relate addition and subtraction to		<u> </u>	5	5
~		standard length unit.	standard length unit.	standard length unit.
standard length unit.	a standard length unit.	difference in terms of a	difference in terms of a	difference in terms of a
the length difference in terms of a	length difference in terms of	expressing the length	expressing the length	expressing the length
one object is than another, expressing	than another, expressing the	one object is than another,	one object is than another,	one object is than another,
Measure to determine how much longer	much longer one object is	to determine how much longer	determine how much longer	determine how much longer
2.MD.A4	Measure to determine how	With limited support measure	Inconsistently measure to	Unable to measure to
Estimate lengths using units of inches, feet, centimeters, and meters.	of inches, feet, centimeters, and meters.	lengths using units of inches, feet, centimeters, and meters.	lengths using units of inches, feet, centimeters, and meters.	using units of inches, feet, centimeters, and meters.
2.MD.A.3 Estimate lengths using units of inches	Estimate lengths using units	With limited support estimate	Inconsistently Estimate	Unable to Estimate lengths
2 MD 4 2	chosen.	size of the unit chosen.	size of the unit chosen.	to the size of the unit chosen.
the unit chosen.	relate to the size of the unit	measurements relate to the	measurements relate to the	the two measurements relate
two measurements relate to the size of	how the two measurements	describe how the two	describe how the two	measurements; describe how
two measurements; describe how the	two measurements; describe	lengths for two measurements;	lengths for two measurements;	lengths for two
using length units of different lengths for	units of different lengths for	using length units of different	using length units of different	length units of different
Measure the length of an object twice,	object twice, using length	the length of an object twice,	length of an object twice,	of an object twice, using
2.MD.A.2	Measure the length of an	With limited support measure	Inconsistently Measure the	Unable to Measure the length
A 1400 - 1 - 1		, and measuring tapes	, and measuring tapes	
and measuring tapes.	sticks, and measuring tapes	rulers, yardsticks, meter sticks	rulers, yardsticks, meter sticks	sticks, and measuring tapes
such as rulers, yardsticks, meter sticks,	rulers, yardsticks, meter	appropriate tools such as	appropriate tools such as	as rulers, yardsticks, meter
selecting and using appropriate tools	appropriate tools such as	selecting and using	selecting and using	using appropriate tools such
Measure the length of an object by	object by selecting and using	the length of an object by	length of an object by	of an object by selecting and
2.MD.A.1	Measure the length of an	With limited support measure	Inconsistently measures the	Unable to measure the length
standard units.				
Measure and estimate lengths in				
		words, drawings or objects.)	words, drawings or objects.)	words, drawings or objects.)
drawings, or objects.)	words, drawings or objects.)	(Explanations may include	(Explanations may include	(Explanations may include
(Explanations may include words,	(Explanations may include	operations.	operations.	operations.
operations and place value.	properties of operations.	value and the properties of	value and the properties of	value and the properties of
strategies work, using properties of	using place value and the	strategies work, using place	strategies work, using place	strategies work, using place
Explain why addition and subtraction	subtraction strategies work,	With limited support explain why addition and subtraction	Inconsistently explains why addition and subtraction	Unable to explain why addition and subtraction

legths from 0 on a number line diagram with points corresponding to the numbers of 1,2,, and represent sums and differences within 100 on a number line diagram. Work with time and money. ZMD.C.7 Tell and write time from clocks to the nearest five minutes using a.m. and p.m. ZMD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennics using \$a\$ and \$C\$ appropriately. Represent and interpret data. ZMD.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. I consistently constituted problems related to the data in a graph. I 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. I 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. I number in ediagram with points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. I number in ediagram with points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. I consistently cells and write time from clocks to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. I consistently cells and write time from clocks to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. I consistently solves contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using a.m. and p.m. Inconsistently solves contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$\frac{1}{2}\$ and \$\frac{0}{2}\$ appropriately. I consistently generate measurement data by measuring lengths of several objects to the nearest whole unit. Sh	2.MD.B.6	Represent whole numbers as	With limited support represent	Inconsistently represent whole	Unable to represent whole
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. Mork 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. 2.MD.C.8. Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. Represent and interpret data. 2.MD.D.9. Represent and interpret data. 2.MD.D.9. Represent and interpret data. 2.MD.D.9. Represent the horizontal scale is marked off in whole-number units. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Draw a pictograph and a bar graph. I mediagram with points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 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 points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 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 points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. With limited diagram. With limited support tell and write time from clocks to the nearest five minutes using a number line diagram. With limited support tell and write time from clocks to the nearest five minutes using a number line diagram. I number line diagram with points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. I number line diagram with points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. I number line diagram with points corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number					
corresponding to the numbers 0,1,2,, and represent sums and differences within 100 on a number line diagram. Work with time and money. ZMD.C.7. Tell and write time from clocks to the nearest five minutes using a.m. and p.m. ZMD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and \$ appropriately. Represent and interpret data. Z.MD.D.9 Represent and interpret data. Z.MD.D.0 Represent and interpret data. Z.MD.D.10 Represent and interpreted data. Z.MD.D.10 Represent and					
one of the measurement data by measuring lengths of several objects to the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. One of the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. One of the 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. One of the measurement data as each off one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph. One of the measurement sums and differences within 100 on a number sumbers on 1,2,, and represent sums and differences within 100 on a number line diagram. Immbers 0, 1,2,, and represents sums and differences within 100 on a number line diagram. Immbers 0, 1,2,, and represents sums and differences within 100 on a number line diagram. Viith limited support tell and write time from clocks to the nearest five minutes using a.m. and p.m. Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and € appropriately. Represent and interpret data. 2.MD.D.19 Represent and interpret data. 2.MD.D.10 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. One of the 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. 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. One of the measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot					
differences within 100 on a number line diagram. An umber line diagram. Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately.					
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. 2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$S\$ and \$C\$ appropriately. Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$S\$ and \$C\$ 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. 2.MD.D.10 D.7 ava 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. and differences within 100 on a number line diagram. With limited support tell and write time from clocks to the nearest five minutes using a.m. and p.m. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$S\$ and \$C\$ 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. 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. 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. 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. 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. So					
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. 2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C 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. 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. a number line diagram. With limited support tell and write time from clocks to the nearest five minutes using a. m. and p.m. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. With limited support solve contextual problems involving oblicar bills, quarters, dimes, nickels, and pennies using \$ and C appropria					
Work with time and money. 2.MD.C.7.	ulugrum.	u numoer mie diagram.			
Tell and write time from clocks to the nearest five minutes using a.m. and p.m.	Work with time and money.		a nameer mie diagram.	uiugiuiii.	nameer me diagram.
Tell and write time from clocks to the nearest five minutes using a.m. and p.m. 2.MD.C.8 2.MD.C.9 2.MD.D.9 Represent and interpret data. 2.MD.D.9 Coerrate 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 3.MD.D.10 3.MD.D.10 4.MD.D.10 4.MD.D.10 5.Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and C appropriately. 4.MD.D.10 5.MD.10 5.MD.10 5.MD.10 5.MD.10 5.MD.10 6.MD.10		Tell and write time from	With limited support tell and	Inconsistently tells and writes	Unable to tell and write time
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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.