



# Grade 2 ELA Rubric

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## Foundational Skills

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>High Frequency Word Recognition (R.F.2.3)</b> <b>Reads common grade level high frequency words</b> <a href="#">Red Word Assessment</a>			
1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>read 25 common high frequency words by sight (below 40% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>reads</b> 25-49 common high frequency words by sight (40-79% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>reads</b> 50-62 common high frequency words by sight (80-100% mastery of <i>Layer 1 and Layer 2 Red Word List</i>)</li> </ul>
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>read 24 common high frequency words by sight (below 40% mastery of the <i>Layer 2 and Layer 3 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>reads</b> 25-51 common high frequency words (41-83% mastery of the <i>Layer 2 and Layer 3 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>reads</b> 52-61 common high frequency words by sight (85-100% mastery of <i>Layer 2 and Layer 3 Red Word List</i>)</li> </ul>
<b>High Frequency Word Recognition (R.F.2.3)</b> <b>Writes common grade level high frequency words</b> <a href="#">Red Word Assessment</a>			
1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>write 25 common high frequency words by sight (below 40% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>writes</b> 25-49 common high frequency words by sight (40-79% mastery of the <i>Layer 1 and Layer 2 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>writes</b> 50-62 common high frequency words by sight (80-100% mastery of <i>Layer 1 and Layer 2 Red Word List</i>)</li> </ul>
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>write 24 common high frequency words by sight (below 40% mastery of the <i>Layer 2 and Layer 3 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>writes</b> 25-51 common high frequency words by sight (41-83% mastery of the <i>Layer 2 and Layer 3 Red Word List</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>writes</b> 52-61 common high frequency words by sight (85-100% mastery of <i>Layer 2 and Layer 3 Red Word List</i>)</li> </ul>
<b>Phonics &amp; Word Recognition (R.F.2.3)</b> <b>Knows and applies grade level phonics and word analysis skills in decoding words</b>			

1	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>distinguish long and short vowels when reading regularly spelled one-syllable words</li> <li>apply the sounds for common beginning and ending blends when reading one-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words</li> <li>applies the sounds for common beginning and ending blends when reading one-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words</li> <li>applies the sounds for common beginning and ending blends when reading one-syllable words</li> </ul>
2	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>apply the sounds for common beginning and ending blends when reading one-syllable words <b>and</b> two-syllable words</li> <li>read regularly spelled two-syllable words with long vowels</li> </ul>	<ul style="list-style-type: none"> <li>applies the sounds for common beginning and ending blends when reading one-syllable words <b>and</b> two-syllable words</li> <li>reads regularly spelled two- syllable words with long vowels</li> </ul>	<ul style="list-style-type: none"> <li>applies the sounds for common beginning and ending blends when reading one-syllable words <b>and</b> two-syllable words</li> <li>reads regularly spelled two- syllable words with long vowels</li> </ul>
3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>apply grade-level and word-analysis skills when reading one and two-syllable words with: <ul style="list-style-type: none"> <li>vowel teams</li> <li>prefixes</li> <li>suffixes</li> <li>beginning and ending blends</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>applies grade-level and word-analysis skills when reading one and two-syllable words with: <ul style="list-style-type: none"> <li>vowel teams</li> <li>prefixes</li> <li>suffixes</li> <li>beginning and ending blends</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>applies grade-level and word-analysis skills when reading one and two-syllable words with: <ul style="list-style-type: none"> <li>vowel teams</li> <li>prefixes</li> <li>suffixes</li> <li>beginning and ending blends</li> </ul> </li> </ul>

**Fluency (RF.2.4)**

**Reads with accuracy and fluency to support comprehension**

1, 2, 3	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li><b>read word by word</b> with slow rate</li> <li>self-correct words</li> </ul>	<ul style="list-style-type: none"> <li>reads primarily <b>2 word phrases</b> with slow rate</li> <li>monitors reading and self-corrects words and/or rereads parts of texts they don't understand</li> </ul>	<ul style="list-style-type: none"> <li>reads primarily in <b>3 or 4 word phrases</b> with <ul style="list-style-type: none"> <li><b>some</b> smooth expression guided by author's meaning and punctuation</li> <li><b>mostly</b> appropriate stress and rate</li> </ul> </li> <li>monitors reading and self-corrects words and/or rereads parts of texts they don't understand</li> </ul>
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## Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Key Ideas and Details (R.L.2.1, R.L.2.2, R.L.2.3)</b> Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6 <b>Demonstrates comprehension of a story</b>			
1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>ask or answer questions about key details in a text</li> <li>use words, pictures, <b>or</b> sentences to help determine details in a text</li> <li>retell stories in chronological order including only key details</li> <li>identify characters and settings in a story</li> </ul>	<ul style="list-style-type: none"> <li>asks and answer <b>some</b> questions that show understanding about key details in a text</li> <li>use words, pictures, <b>or</b> sentences to help determine the key details in a text</li> <li>chronologically retells stories, and demonstrates an understanding of the central message or lesson</li> <li>describes how characters <b>respond</b> to major events and challenges in a story</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions to understand key details in a text                             <ul style="list-style-type: none"> <li>who, what, when, were, why, how</li> </ul> </li> <li>uses words, pictures, <b>and</b> sentences to help determine the key details in a text</li> <li>chronologically retells stories, and demonstrates an understanding of the central message or lesson</li> <li>describes how characters <b>respond</b> to major events and challenges in a story</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		
<b>Craft and Structure (R.L.2.4, R.L.2.5, RL.2.6)</b> Unit 1, Unit 2, Unit 3, Unit 4, Unit 5 <b>Uses information from the text to comprehend</b>			
1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>determine the meaning of words and phrases in stories, poems, or songs</li> <li>understand how stories are organized into beginning, middle, and end</li> <li>understand what characters are thinking or feeling at different parts of the story</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of words and phrases in stories, poems, or songs</li> <li>understands how stories are organized into beginning, middle, and end <b>and</b> how story elements develop during each part</li> <li>understands what characters are thinking or feeling at different parts of the story</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of words and phrases in stories, poems, or songs and adds to the overall understanding of the text</li> <li>understands how stories are organized into beginning, middle, and end <b>and</b> how story elements develop during each part</li> <li>determines the differences in the ways characters think and act in each part of the story</li> </ul>
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		
<b>Integration of Knowledge and Ideas (R.L.2.7, R.L.2.9)</b> Unit 1, Unit 2, Unit 4, Unit 5, Unit 6 <b>Analyzes and evaluates information from the text</b>			
1, 2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>explain how illustrations and words give information about the characters, setting, <b>or</b></li> </ul>	<ul style="list-style-type: none"> <li>explains how illustrations and words describe the characters, setting, <b>or</b> plot</li> <li>compares <b>or</b> contrasts two versions of the</li> </ul>	<ul style="list-style-type: none"> <li>explains how illustrations and words describe the characters, setting, <b>and</b> plot</li> <li>compares <b>and</b> contrasts two versions of the</li> </ul>

	plot <ul style="list-style-type: none"> <li>compare <b>or</b> contrast two versions of the same story</li> </ul>	same story	same story
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

## Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Key Ideas and Details (RI.2.1, RI.2.2, RI.2.3)</b> Unit 6, Unit 7, Unit 8, Unit 9			
<b>Demonstrates comprehension of a text</b>			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>answer questions about key details in a text</li> <li>identify the main topic and retell key details of a text (Trimester 3 only)</li> <li>describe how two individuals, events, ideas, or pieces of information relate to one another</li> </ul>	<ul style="list-style-type: none"> <li><b>asks and</b> answers <b>some</b> questions about key details in a text</li> <li>identifies the main topic and retells <b>some</b> key details of a text (Trimester 3 only)</li> <li>describes how two individuals, events, ideas, or pieces of information relate to one another</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions to understand key details in a text.</li> <li>identifies the main topic of a multiparagraph text <b>and</b> recounts key ideas, details, and events that explain the main topic (Trimester 3 only)</li> <li>understands that the author's purpose is to describe people, events, and concepts; to give steps in a process; or to describe how to do something</li> <li>can put events, ideas, or steps in order and explain how they go together</li> </ul>
<b>Craft and Structure (RI.2.4)</b> Vocabulary Lessons			
<b>Uses information from the text to figure out meaning of words</b>			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>use a strategy to figure out the meaning of words and phrases in a text</li> </ul>	<ul style="list-style-type: none"> <li>uses <b>some</b> strategies to figure out the meaning of words and phrases in a text               <ul style="list-style-type: none"> <li>illustrations</li> <li>text features</li> <li>repeated words</li> <li>bold words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>uses strategies to figure out the meaning of words and phrases in a text               <ul style="list-style-type: none"> <li>illustrations</li> <li>text features</li> <li>repeated words</li> <li>bold words</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ substitute words in place of unknown word</li> <li>○ context clues</li> </ul>	<ul style="list-style-type: none"> <li>○ substitute words in place of unknown word</li> <li>○ context clues</li> </ul>
<b>Craft and Structure (RI.2.5, RI.2.6)</b> Unit 7, Unit 8, Unit 9 <b>Uses text features to locate information and identify main purpose of a text</b>			
1,2			
3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>● use text features to locate key facts or information</li> <li>● identify the main purpose of the text</li> </ul>	<ul style="list-style-type: none"> <li>● uses text features to locate key facts or information</li> <li>● identifies the main purpose of the text</li> </ul>	<ul style="list-style-type: none"> <li>● uses text features to locate key facts or information</li> <li>● identifies the main purpose of the text and uses text evidence to determine the author's point of view</li> </ul>
<b>Integration or Knowledge of Ideas (RI.2.7, RI.2.8, RI.2.9)</b> Unit 6, Unit 7, Unit 8, Unit 9 <b>Analyzes and evaluates information from a text</b>			
1			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>● use text features to understand and clarify the information (Trimester 3 only)</li> <li>● identify key points in a text</li> <li>● compare <b>or</b> contrast the most important points presented by two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>● uses and explains how text features are used to help the reader understand and clarify the information (Trimester 3 only)</li> <li>● <b>identifies</b> key points in a text <b>and/or describe</b> how the author's reasons support those key points</li> <li>● compares <b>and/or</b> contrasts the most important points presented by two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>● uses and explains how text features are used to help the reader understand and clarify the information (Trimester 3 only)</li> <li>● <b>identifies</b> key points in a text <b>and describes</b> how the author's reasons support those key points</li> <li>● compares <b>and</b> contrasts the most important points presented by two texts on the same topic</li> </ul>

## Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Uses Grade Appropriate Writing Skills for Various Purposes (W.2.1, W.2.2, W.2.3)</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>write for various purposes</li> </ul>	<ul style="list-style-type: none"> <li>writes <b>one or two</b> sentences for various purposes</li> </ul>	<ul style="list-style-type: none"> <li>writes <b>multiple</b> sentences for various purposes using sentences <b>that contain a complete thought</b></li> </ul>
<b>Applies Grammar and Usage When Writing (L.2.1)</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>use reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>uses reflexive pronouns (ex: yourself, ourselves, myself)</li> <li>uses irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>uses reflexive pronouns (ex: yourself, ourselves, myself)</li> <li>uses irregular verbs (ex: tell, told)</li> </ul>
<b>Applies Capitalization, Punctuation and Spelling when Writing (L2.2)</b>			
1	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>capitalize proper nouns and the first letter of sentences</li> <li><b>use</b> ending punctuation</li> <li>use apostrophes to form contractions and frequently occurring possessives</li> <li>write beginning, middle <b>or</b> end sounds to represent words</li> </ul>	<ul style="list-style-type: none"> <li>capitalizes proper nouns <b>or</b> the first letter of sentences</li> <li>uses <b>some</b> ending punctuation</li> <li>uses apostrophes to form contractions and frequently occurring possessives</li> <li>writes beginning, middle <b>and</b> end sounds to represent words, <b>using approximated or conventional spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>capitalizes proper nouns <b>and</b> the first letter of sentences</li> <li>uses ending punctuation</li> <li>uses apostrophes to form contractions and frequently occurring possessives</li> <li>uses grade-appropriate spelling patterns</li> </ul>

## Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Fiction (W.2.3)</b>			
2	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>communicate ideas</li> <li>use elements of a fiction genre</li> <li>apply grammar, usage and mechanics (capitals and punctuation)</li> <li>write beginning, middle <b>and</b> end sounds to represent words</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas</li> <li>shows <b>some</b> elements of the fiction genre</li> <li>connects ideas, using a beginning, middle <b>or</b> end</li> <li>includes <b>some</b> details</li> <li>applies <b>some</b> grammar, usage and mechanics <b>at times</b> (capitals and punctuation)</li> <li>writes beginning, middle <b>and</b> end sounds to represent words, <b>using approximated or conventional spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas <b>and</b> stays on topic</li> <li>shows elements of the fiction genre, realistic or imaginary</li> <li>connects one idea to the next, using a beginning, middle <b>and</b> end <b>with transition words to show the order of events</b></li> <li>includes details <b>about feelings and varied, descriptive vocabulary</b></li> <li>applies grammar, usage and mechanics. (uses capitals including proper nouns, punctuation correctly <b>and dialogue is included</b>)</li> <li>uses grade-appropriate spelling</li> </ul>
<b>Applies Grammar and Usage When Writing (L.2.1)</b>			
2	<p><b>shows limited progress or is unable to</b></p> <ul style="list-style-type: none"> <li>form and use frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>uses reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>uses irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>uses reflexive pronouns (ex: yourself, ourselves, myself)</li> <li>uses irregular verbs (ex: tell, told)</li> </ul>
<b>Applies Capitalization, Punctuation, and Spelling when Writing (L.2.2)</b>			



2	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>capitalize proper nouns and the first letter of sentences</li> <li><b>use</b> ending punctuation</li> <li>use apostrophes to form contractions and frequently occurring possessives</li> </ul>	<ul style="list-style-type: none"> <li>capitalizes proper nouns <b>or</b> the first letter of sentences</li> <li>uses <b>some</b> ending punctuation</li> <li>uses apostrophes to form contractions and frequently occurring possessives</li> </ul>	<ul style="list-style-type: none"> <li>capitalizes proper nouns <b>and</b> the first letter of sentences</li> <li>uses ending punctuation</li> <li>uses apostrophes to form contractions and frequently occurring possessives</li> </ul>
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## Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Informational, Non-Fiction (W.2.2)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>communicate ideas</li> <li>show elements of the non-fiction genre</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas</li> <li>shows elements of the non-fiction genre: <ul style="list-style-type: none"> <li>true information</li> <li>illustrations</li> <li>diagram</li> <li>opening sentence that introduces <b>and</b> closing sentence that ends the piece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas <b>and</b> stays on topic</li> <li>shows elements of the non-fiction genre: <ul style="list-style-type: none"> <li>true information</li> <li>illustrations</li> <li>diagram</li> <li>opening sentence that introduces <b>and</b> closing sentence that ends the piece</li> </ul> </li> <li><b>connects ideas logically from one to the next</b></li> <li><b>information is expressed in the writer's own words</b></li> <li><b>contains varied and descriptive vocabulary</b></li> </ul>
<b>Applies Grammar and Usage When Writing (L.2.1)</b>			
2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>uses reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>uses irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>uses reflexive pronouns (ex: yourself, ourselves, myself)</li> <li>uses irregular verbs (ex: tell, told)</li> </ul>

### Applies Capitalization, Punctuation, and Spelling when Writing (L.2.2)

2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• capitalize proper nouns and the first letter of sentences</li> <li>• <b>use</b> ending punctuation</li> <li>• use apostrophes to form contractions and frequently occurring possessives</li> </ul>	<ul style="list-style-type: none"> <li>• capitalizes proper nouns <b>or</b> the first letter of sentences</li> <li>• uses <b>some</b> ending punctuation</li> <li>• uses apostrophes to form contractions and frequently occurring possessives</li> </ul>	<ul style="list-style-type: none"> <li>• capitalizes proper nouns <b>and</b> the first letter of sentences</li> <li>• uses ending punctuation</li> <li>• uses apostrophes to form contractions and frequently occurring possessives</li> </ul>
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## Writing and Language

Trimeter	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently

### Opinion (W.2.1)

3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• communicate ideas</li> <li>• state opinion clearly</li> </ul>	<ul style="list-style-type: none"> <li>• communicates ideas</li> <li>• shows <b>some</b> elements of an opinion piece (see meets standards)</li> </ul>	<ul style="list-style-type: none"> <li>• communicates ideas <b>and stays on topic</b></li> <li>• shows <b>all</b> elements an opinion piece: <ul style="list-style-type: none"> <li>○ stating opinion</li> <li>○ reasons to support</li> <li>○ a closing sentence that restates the opinion</li> <li>○ linking words</li> </ul> </li> <li>• shows individual expression and/or creativity</li> </ul>
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### Applies Grammar and Usage When Writing (L.2.1)

3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>• form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>• reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>• irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>• form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>• reflexive pronoun (ex: yourself, ourselves, myself)</li> <li>• irregular verb (ex: tell, told)</li> </ul>	<ul style="list-style-type: none"> <li>• forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice)</li> <li>• reflexive pronouns (ex: yourself, ourselves, myself)</li> <li>• irregular verbs (ex: tell, told)</li> </ul>
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### Applies Capitalization, Punctuation, and Spelling when Writing (L.2.2)

<b>3</b>	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>capitalize proper nouns and the first letter of sentences</li> <li><b>use</b> ending punctuation</li> <li>use apostrophes to form contractions and frequently occurring possessives</li> <li>use grade-appropriate spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>capitalize proper nouns <b>or</b> the first letter of sentences</li> <li>use <b>some</b> ending punctuation</li> <li>use apostrophes to form contractions and frequently occurring possessives</li> <li>use grade-appropriate spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>capitalizes proper nouns <b>and</b> the first letter of sentences</li> <li>uses ending punctuation</li> <li>uses apostrophes to form contractions and frequently occurring possessives</li> <li>uses grade-appropriate spelling patterns</li> </ul>
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## Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
<b>Understands and Applies New Vocabulary (L.2.4, L.2.5)</b>			
1, 2, 3	<b>shows limited progress or is unable to</b> <ul style="list-style-type: none"> <li>determine the meaning of unknown words</li> <li>use words and phrases acquired through conversations, reading <b>or</b> being read to</li> </ul>	<ul style="list-style-type: none"> <li>determine the meaning of unknown and multiple-meaning words and phrases on grade 2 reading and content</li> <li>use words and phrases acquired through conversations, reading <b>or</b> being read to</li> </ul>	<ul style="list-style-type: none"> <li>determines the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content using: <ul style="list-style-type: none"> <li>context clues</li> <li>root words</li> <li>prefixes and suffixes</li> <li>meaning of individual words to predict the meaning of compound words</li> <li>glossaries and dictionaries</li> </ul> </li> <li>uses words and phrases acquired through conversations, reading <b>and</b> being read to</li> </ul>