

**Second Grade English Language Arts
Standards-Based Report Card**

Scoring Rubric:

3: Meets expectations (students must meet all criteria within this category)

2: Approaching expectations

1: Beginning to learn expectations

Blank: Not assessed

IE: Insufficient evidence

Reading Literature and Informational Text

1. Develop and demonstrate comprehension skills in response to reading texts and read-alouds. (2.R.1.A)
2. Develop an understanding of vocabulary. (2.R.1.B)
3. Read independently for multiple purposes over sustained periods of time. (2.R.1.D)
4. Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. (2.R.2.A)
5. Read, infer and draw conclusions using text features in nonfiction texts. (2.R.3.A)
6. Read, infer, and draw conclusions using text structures in nonfiction texts. (2.R.3.C)

Foundational Skills

1. Develop phonics in the reading process. (2.RF.3.A)

Writing

1. Appropriate to genre type, develop a draft from prewriting. (2.W.1.B)
2. Reread, revise, and edit drafts with assistance from adults/peers. (2.W.1.C)
3. Write opinion texts.(2.W.1.C)
4. Write informative/explanatory texts. (2.W.2.B)
5. Write fiction or nonfiction narratives and poems. (2.W.2.C)
6. Apply the research process to use information from a variety of sources. (2.W.3.A)

Language

1. In speech and written form, apply standard English grammar. (2.L.1.A)
2. In written text, apply punctuation. (2.L.1.B.c)
3. In written text, apply capitalization. (2.L.1.B.d)
4. In written text, apply spelling. (2.L.1.B)

Speaking/Listening

1. Speak clearly and to the point using conventions of language when presenting individually or with a group. (2.SL.3.A)

Second Grade English Language Arts Rubric

Reading Standard 1: Develop and demonstrate comprehension skills in response to reading texts and read-alouds. (2.R.1.A)

Sub-standards: Seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text (2.R.A.c) and Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral(2.R.1.A.d)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Independently and consistently <input type="checkbox"/> Seeks clarification and uses informational / facts and details about texts <input type="checkbox"/> Retells a story's beginning, middle, and end in correct sequence	<input type="checkbox"/> Occasionally asks questions to understand confusing parts of the text. <input type="checkbox"/> Uses some facts and details from the text to support answers, but may miss key details. <input type="checkbox"/> Retells the beginning, middle, and end of the story, but may miss some key details or events.	<input type="checkbox"/> Rarely asks questions to understand the text. <input type="checkbox"/> Struggles to use facts and details from the text to support answers, often missing key details. <input type="checkbox"/> Retells parts of the story but may not cover all parts (beginning, middle, and end) or miss significant details.
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Independently and consistently <input type="checkbox"/> Supports answers with evidence from text <input type="checkbox"/> Determines the central message, lesson or moral of a story.	<input type="checkbox"/> Provides some evidence from the text to explain answers, but evidence may be incomplete or partially accurate. <input type="checkbox"/> Identifies the central message, lesson, or moral of the story, but explanation may lack clarity or accuracy.	<input type="checkbox"/> Provides little to no evidence from the text to explain answers, and evidence is often inaccurate or unrelated. <input type="checkbox"/> Has difficulty identifying the central message, lesson, or moral of the story and providing an explanation.

Reading Standard 2 : Develop an understanding of vocabulary. (2.R.1.B)

Sub-standards: Using prefixes, root words, and suffixes to determine the meaning of words (2.R.1.B.a) and Using context to determine the meaning of a new word or multiple-meaning words in text (2.R.1.B.c) Using conversational, general academic and domain-specific words and phrases (2.R.1.B.h)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Independently and consistently correctly identifies and uses prefixes, root words, and suffixes to determine the meaning of unfamiliar words <input type="checkbox"/> Accurately uses context clues to determine the meaning of new words and multiple-meaning words within the text <input type="checkbox"/> Effectively incorporates and uses a variety of conversational, general academic, and domain-specific vocabulary appropriately in speaking and writing.	<input type="checkbox"/> Identifies and uses some prefixes, root words, and suffixes to determine the meaning of unfamiliar words, but may need assistance <input type="checkbox"/> Uses context clues to determine the meaning of new words and multiple-meaning words, but may sometimes need prompting or miss indirect clues <input type="checkbox"/> Uses conversational, general academic, and domain-specific vocabulary in speaking and writing, but may occasionally misuse words or need assistance.	<input type="checkbox"/> Not yet able to identify and use prefixes, root words, and suffixes to determine the meaning of unfamiliar words, often requiring significant assistance <input type="checkbox"/> Has difficulty using context clues to determine the meaning of new words and multiple-meaning words, frequently needing prompting and support <input type="checkbox"/> Rarely uses conversational, general academic, and domain-specific vocabulary in speaking and writing, often misusing words or needing extensive help

**Reading Standard 3: Read independently for multiple purposes over sustained periods of time.
(2.R.1.D)**

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Reads independently for a sustained period of 10 minutes or longer without losing focus or requiring redirection <input type="checkbox"/> Selects and reads a variety of texts (e.g., fiction, non-fiction, poetry) for different purposes, such as enjoyment, information, and learning new vocabulary <input type="checkbox"/> Demonstrates high engagement with the text by asking questions, making predictions, and summarizing what has been read. <input type="checkbox"/> Shows good comprehension through discussions and responses to questions about the text	<input type="checkbox"/> Reads independently for a sustained period of 5-10 minutes with minimal redirection or loss of focus <input type="checkbox"/> Reads a variety of texts for different purposes but may need encouragement to explore other genres <input type="checkbox"/> Shows moderate engagement with the text, occasionally asking questions or making predictions. <input type="checkbox"/> Demonstrates general comprehension but may need assistance with summarizing or discussing the text	<input type="checkbox"/> Reads independently for less than 5 minutes, frequently losing focus or requiring frequent redirection <input type="checkbox"/> Primarily reads one type of text and needs significant encouragement to read for different purposes <input type="checkbox"/> Shows low engagement with the text, rarely asking questions or making predictions. Struggles with comprehension, needing considerable assistance to summarize or discuss the text
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Reads independently for a sustained period of 20 minutes or longer without losing focus or requiring redirection	<input type="checkbox"/> Reads independently for a sustained period of 15-20 minutes with minimal redirection or loss of focus	<input type="checkbox"/> Reads independently for less than 15 minutes, frequently losing focus or requiring frequent redirection

Reading Standard 4: Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. (2.R.2.A)

Sub-standards: Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson (2.R.2.A.a) Describe the main characters in works of fiction, including other traits, motivations, and feelings (2.R.2.A.b) Describe cause and effect relationships (2.R.2.A.d) Compare and contrast the differences in points of view of characters and how stories are narrated (2.R.2.A.f)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Accurately describes the setting, identifies problems and solutions, sequences events correctly (plot), and clearly states the big idea or moral lesson of the text. <input type="checkbox"/> Provides a detailed description of the main characters, including their physical and personality traits, motivations, and feelings, using specific examples from the text	<input type="checkbox"/> Describes the setting, identifies problems and solutions, sequences most events (plot) correctly, and states the big idea or moral lesson, but may miss some details <input type="checkbox"/> Provides a description of the main characters, including some traits, motivations, and feelings, but may lack detail or specificity	<input type="checkbox"/> Not yet able to describe the setting, identify problems and solutions, sequence events (plot), and state the big idea or moral lesson, often missing key elements <input type="checkbox"/> Provides minimal description of the main characters, often missing important traits, motivations, and feelings, with few or no specific examples from the text
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Clearly explains cause and effect relationships within the text, using specific examples to illustrate how events influence one another. <input type="checkbox"/> Effectively compares and contrasts the points of view of different characters and how the story is narrated, providing clear examples from the text	<input type="checkbox"/> Explains cause and effect relationships, but may not always use specific examples or fully illustrate how events influence one another <input type="checkbox"/> Compares and contrasts the points of view of characters and how the story is narrated, but explanations may be general or lack clear examples from the text	<input type="checkbox"/> Has difficulty explaining cause and effect relationships, rarely using specific examples or clearly illustrating how events influence one another <input type="checkbox"/> Struggles to compare and contrast points of view of characters and how the story is narrated, providing vague or inaccurate explanations with little to no support from the text

Reading Standard 5: Read, infer and draw conclusions using text **features** in nonfiction texts.
(2.R.3.A)

Sub-standards: Identify the main idea of **sections** of text and distinguish it from the topic.
(2.R.3.A.a)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 2	<input type="checkbox"/> Explains the difference between the main idea and the topic with clarity, using examples from the text	<input type="checkbox"/> Attempts to explain the difference between the main idea and the topic but may lack clarity or completeness	<input type="checkbox"/> Provides unclear or inaccurate explanations of the difference between the main idea and the topic, with little to no support from the text
Term 3 (plus criteria from 2)	<input type="checkbox"/> Accurately identifies the main idea of various sections of the text, clearly distinguishing it from the topic. <input type="checkbox"/> Effectively uses text features (e.g., headings, subheadings, captions, diagrams, bold words) to infer and draw accurate conclusions about the text.	<input type="checkbox"/> Identifies the main idea of various sections of the text but may occasionally confuse it with the topic <input type="checkbox"/> Uses text features to infer and draw conclusions about the text but may need occasional guidance	<input type="checkbox"/> Not yet able to identify the main idea of sections of the text, often confusing it with the topic <input type="checkbox"/> Has difficulty using text features to infer and draw conclusions about the text, requiring significant guidance

Reading Standard 6: Read, infer, and draw conclusions using text **structures** in nonfiction texts. (2.R.3.C)

Sub-standards: Explain **main ideas** and supporting **details**. (2.R.3.C.a) Describe the connection between and identify **problems and solutions**. (2.R.3.C.c)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 3	<ul style="list-style-type: none"><input type="checkbox"/> Accurately identifies and explains the main ideas of the text<input type="checkbox"/> Provides clear and specific supporting details from the text to back up the main ideas.	<ul style="list-style-type: none"><input type="checkbox"/> Identifies the main ideas of the text but may need some prompting to explain them fully.<input type="checkbox"/> Provides supporting details from the text, but they may be less specific or not entirely relevant to the main ideas.	<ul style="list-style-type: none"><input type="checkbox"/> Struggles to identify and explain the main ideas of the text, often requiring significant prompting.<input type="checkbox"/> Provides few or no supporting details from the text, and those provided may be irrelevant or inaccurate.
Term 4 (plus criteria from 3)	<ul style="list-style-type: none"><input type="checkbox"/> Clearly describes the connection between problems and their solutions as presented in the text using specific examples from the text to illustrate the connections	<ul style="list-style-type: none"><input type="checkbox"/> Describes the connection between problems and solutions but may miss some details or need guidance or may sometimes provide incomplete or partially accurate example	<ul style="list-style-type: none"><input type="checkbox"/> Has difficulty describing the connection between problems and solutions, often needing substantial guidance, providing little to no relevant examples from the text.

Foundational Skills_Standard 1: Develop phonics in the reading process. (2.RF.3.A)

Sub-standards: Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs and vowel diphthongs.(2.RF.3.A.a) Decoding regularly spelled two-syllable words with long vowels. (2.RF.3.A.c) Using common syllable patterns to decode words including r-controlled vowels. (2.RF.3.A.h) Reading irregularly spelled high-frequency words. (2.RF.3.A.i)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Demonstrates strong ability to sound out and blend multisyllabic words while reading, including single letters, consonant blends, consonant digraphs <input type="checkbox"/> Successfully decodes regularly spelled two-syllable words with long vowels.	<input type="checkbox"/> Sometimes struggles with more complex consonant blends or digraphs by applying common letter-sound correspondences, but may need occasional prompting or support. <input type="checkbox"/> Often decodes regularly spelled two-syllable words with long vowels but may make occasional errors or need guidance.	<input type="checkbox"/> Frequently makes errors with consonant blends or digraphs, <input type="checkbox"/> often needing significant prompting and support. <input type="checkbox"/> Has difficulty decoding regularly spelled two-syllable words with long vowels, often needing extensive support.
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Demonstrates strong ability to sound out and blend multisyllabic words while reading, consistently applying common letter-sound correspondences, including vowel digraphs, and vowel diphthongs. <input type="checkbox"/> Effectively uses common syllable patterns, including r-controlled vowels, to decode words. <input type="checkbox"/> Shows proficiency in identifying and reading words with r-controlled vowels and other common syllable patterns. <input type="checkbox"/> Reads irregularly spelled high-frequency words accurately and fluently.	<input type="checkbox"/> Sometimes struggles with more complex vowel digraphs and diphthongs by applying common letter-sound correspondences, but may need occasional prompting or support. <input type="checkbox"/> Uses common syllable patterns, including r-controlled vowels, to decode words, but may require some support. <input type="checkbox"/> Occasionally misreads words with r-controlled vowels or other less familiar syllable patterns. <input type="checkbox"/> Reads many irregularly spelled high-frequency words accurately but may hesitate or need help with less familiar words	<input type="checkbox"/> Frequently makes errors with vowel digraphs and diphthongs, <input type="checkbox"/> often needing significant prompting and support. <input type="checkbox"/> Finds it challenging to use common syllable patterns, including r-controlled vowels, to decode words, needing frequent assistance. Often misreads words with r-controlled vowels and other common syllable patterns. <input type="checkbox"/> Struggles to read irregularly spelled high-frequency words, requiring significant support and prompting

Writing Standard 1: Appropriate to genre type, develop a draft from prewriting. (2.W.1.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 1-2	<ul style="list-style-type: none"> <input type="checkbox"/> Independently and consistently effectively uses prewriting notes, diagrams, or organizers to develop a clear and focused draft <input type="checkbox"/> Prewriting ideas are applied to create to a well-structured draft appropriate to the genre 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses prewriting notes, diagrams, or organizers to develop a draft, but may occasionally stray from the initial plan or lack focus in some areas <input type="checkbox"/> Transitions from prewriting to draft with some gaps or inconsistencies 	<ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to use prewriting notes, diagrams, or organizers to develop a coherent draft, often deviating significantly from the initial plan <input type="checkbox"/> Prewriting ideas are not yet applied to create a draft
Terms 3-4 (plus criteria from 1-2)	<ul style="list-style-type: none"> <input type="checkbox"/> Writes a draft that adheres to the conventions and characteristics of the specified genre (e.g., narrative, informative, opinion) <input type="checkbox"/> Includes genre-specific elements such as a clear beginning, middle, and end for narratives; facts and details for informative texts; and reasons to support opinions <input type="checkbox"/> Provides sufficient details and elaboration to support main ideas or narratives <input type="checkbox"/> Organizes content logically with clear sequences, appropriate transitions, and a conclusion that reflects the prewriting plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes a draft that mostly adheres to the conventions and characteristics of the specified genre but may miss some key elements <input type="checkbox"/> Includes some genre-specific elements, but they may be underdeveloped or inconsistently applied. <input type="checkbox"/> Provides some details and elaboration to support main ideas or narratives, but may lack depth or clarity in parts <input type="checkbox"/> Organizes content with a generally logical sequence but may have occasional lapses in clarity or transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes a draft that does not adhere well to the conventions and characteristics of the specified genre <input type="checkbox"/> Lacks key genre-specific elements, making the draft unclear or inappropriate for the genre <input type="checkbox"/> Provides minimal details and elaboration, making it difficult to support main ideas or narratives <input type="checkbox"/> Organizes content poorly, with significant issues in logical sequence, clarity, and transitions

Writing Standard 2: Reread, revise, and edit drafts with assistance from adults/peers. (2.W.1.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Consistently rereads drafts independently and with guidance, demonstrating an understanding of the importance of reviewing work <input type="checkbox"/> Engages in the editing process with assistance, focusing on correcting grammar, punctuation, spelling, and capitalization errors	<input type="checkbox"/> Rereads drafts with prompting, showing some understanding of the importance of reviewing work <input type="checkbox"/> Engages in the editing process with assistance, but may overlook some grammar, punctuation, spelling, and capitalization errors	<input type="checkbox"/> Rarely rereads drafts independently and requires significant prompting to review work <input type="checkbox"/> Engages minimally in the editing process with assistance, frequently missing grammar, punctuation, spelling, and capitalization errors
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Identifies areas needing improvement in clarity, coherence, and content <input type="checkbox"/> Actively participates in the revision process with assistance from adults and peers, incorporating suggestions effectively <input type="checkbox"/> Makes meaningful changes to enhance the draft, such as improving word choice, adding details, and reorganizing sentences for better flow	<input type="checkbox"/> Identifies a few areas needing improvement but may miss some aspects of clarity, coherence, and content <input type="checkbox"/> Participates in the revision process with assistance, incorporating some suggestions but may need frequent prompting <input type="checkbox"/> Makes some changes to the draft, such as adding details or improving word choice, but revisions may be incomplete or less effective	<input type="checkbox"/> Struggles to identify areas needing improvement in clarity, coherence, and content <input type="checkbox"/> Participates minimally in the revision process with assistance, often disregarding suggestions

Writing Standard 3: Write opinion texts.(2.W.1.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 3-4	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic and states an opinion <p>Evidence and Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides background information to help the reader understand the issue. <input type="checkbox"/> Provides reasons that support the opinion. <input type="checkbox"/> Uses facts and examples to support the reasons. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents reasons in a logical order <p>Closing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizes the key reasons presented in the text. <input type="checkbox"/> Ends with a strong statement 	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> States an opinion but may not introduce the topic <p>Evidence and Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides some background information, but it may be incomplete <input type="checkbox"/> Provides a single reason that supports the opinion or multiple reasons that may not be strong <input type="checkbox"/> Uses some facts or examples but they may be somewhat weak in supporting the reasons <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents reasons with basic organization, but there may be some lapses in logic <p>Closing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizes some key reasons, but may omit important points <input type="checkbox"/> Ends with a closing statement, but it may not be as strong 	<p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to introduce the topic or state an opinion <p>Evidence and Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides minimal or no background information <input type="checkbox"/> Omits or provides weak reasons that may not support the opinion <input type="checkbox"/> Uses little or no relevant facts or examples, resulting in weak support for the reasons <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presents reasons in a disorganized manner, leading to confusion <p>Closing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides minimal or no summary of key reasons. <input type="checkbox"/> Lacks a closing

Writing Standard 4: Write informative/explanatory texts. (2.W.2.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 4	<p>ALL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly introduces the topic. <input type="checkbox"/> Provides a clear concluding statement that summarizes the information or restates the main idea <input type="checkbox"/> Convention errors are minimal and do not interfere with understanding <p>Informative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes at least two facts or details about the topic. <input type="checkbox"/> Information is accurate, relevant, and helps explain the topic clearly. <input type="checkbox"/> Organizes information logically with a clear beginning, middle, and end <p>Explanatory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses transition words (e.g., first, next, then, finally) to connect ideas and facts smoothly 	<p>ALL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces the topic but may not be entirely clear or engaging <input type="checkbox"/> Provides a concluding statement, but it may be weak or unclear <input type="checkbox"/> Convention errors are noticeable but do not significantly interfere with understanding <p>Informative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes at least one fact or detail about the topic, but additional information may be less clear or underdeveloped <input type="checkbox"/> Information is generally accurate but may lack relevance or depth <input type="checkbox"/> Organizes information with a beginning, middle, and end, but the structure may not be entirely clear or logical <p>Explanatory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses some transition words, but they may be used inconsistently or incorrectly 	<p>ALL</p> <ul style="list-style-type: none"> <input type="checkbox"/> The topic introduction is unclear or missing. <input type="checkbox"/> The opening sentence does not set up the main idea or grab the reader's attention. <input type="checkbox"/> The concluding statement is unclear or missing <input type="checkbox"/> Frequent convention errors interfere with understanding. <p>Informative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides few or no facts or details about the topic. <input type="checkbox"/> Information is inaccurate, irrelevant, or minimal. <input type="checkbox"/> Lacks a clear organizational structure; the beginning, middle, and end may be missing or unclear. <p>Explanatory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses few or no transition words to connect ideas and facts.

Writing Standard 5: Write fiction or nonfiction narratives and poems. (2.W.2.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 2-4	<p>Fiction/Nonfiction Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly establishes a setting, characters, and a plot with a well-defined beginning, middle, and end. <input type="checkbox"/> Uses details and descriptions to develop characters, setting, and events. <input type="checkbox"/> Organizes the narrative logically with clear sequences of events and transitions between them. <p>Poems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a clear structure, theme, or central idea that is evident throughout the poem. <input type="checkbox"/> Uses sensory details, imagery, and figurative language to convey emotions and create vivid images. <input type="checkbox"/> Maintains a consistent rhythm, rhyme (if applicable), and flow. The poem builds upon the central idea or theme. <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convention errors are minimal and do not interfere with understanding. 	<p>Fiction/Nonfiction Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a setting, characters, and a plot, but the beginning, middle, or end may be less defined or somewhat unclear <input type="checkbox"/> Includes some details and descriptions, but they are not always relevant to the story <input type="checkbox"/> Organizes the narrative with a sequence of events, but transitions may be unclear or the flow may be inconsistent at times. <p>Poems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a theme or central idea, but the structure may be less clear or consistent. <input type="checkbox"/> Uses some sensory details and imagery, <input type="checkbox"/> Maintains some rhythm and flow, but there may be inconsistencies <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convention errors are noticeable but do not significantly interfere with understanding. 	<p>Fiction/Nonfiction Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles to establish a clear setting, characters, and plot. The beginning, middle, and end are unclear or missing <input type="checkbox"/> Provides few or no details and descriptions, making it difficult to develop the story. <input type="checkbox"/> Lacks a clear organizational structure. The sequence of events is confusing, and transitions are missing or unclear. <p>Poems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks a clear theme or central idea, and the structure is unclear or inconsistent <input type="checkbox"/> Uses few or no sensory details and imagery <input type="checkbox"/> Lacks rhythm and flow. The poem progresses in a disjointed or illogical manner. <p>All</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequent convention errors interfere with understanding.

Writing Standard 6: Apply the research process to use information from a variety of sources. (2.W.3.A)

Sub-standards: Gather evidence from available sources, literary and informational. 2.W.3.A.d)
Record basic information from literary and informational text in simple visual format. (2.W.3.A.e)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 4	<p>Literary Sources</p> <p><input type="checkbox"/> Effectively gathers relevant evidence from literary texts, identifying key points that support the topic.</p> <p>Informational Sources</p> <p><input type="checkbox"/> Successfully gathers accurate and pertinent evidence from informational texts, selecting information that is clearly related to the topic.</p> <p><input type="checkbox"/> Records basic information from both literary and informational texts using simple visual formats such as charts, diagrams, or graphic organizers.</p> <p><input type="checkbox"/> Information is organized logically and clearly, making it easy to understand and follow.</p>	<p>Literary Sources</p> <p><input type="checkbox"/> Gathers some relevant evidence from literary texts but may need guidance to identify key points or may include some irrelevant information.</p> <p>Informational Sources</p> <p><input type="checkbox"/> Gathers some accurate evidence from informational texts but may occasionally include less pertinent information or require prompting.</p> <p><input type="checkbox"/> Records basic information using simple visual formats, but the organization may be less clear or somewhat confusing.</p> <p><input type="checkbox"/> Information is presented, but some details may be missing or not well-organized, making it harder to follow.</p> <p><input type="checkbox"/></p>	<p>Literary Sources</p> <p><input type="checkbox"/> Not yet able to gather relevant evidence from literary texts, often needing significant assistance. Key points are frequently missed.</p> <p>Informational Sources</p> <p><input type="checkbox"/> Not yet able to gather accurate evidence from informational texts, often including irrelevant or incorrect information and needing substantial guidance</p> <p><input type="checkbox"/> Has difficulty recording basic information in simple visual formats. Visuals are unclear, disorganized, or missing key information.</p> <p><input type="checkbox"/> Information is presented in a way that is difficult to understand or follow, with significant gaps or confusion in the visual representation.</p>

Language Standard 1: In speech and written form, apply standard English grammar. (2.L.1.A)

Sub-standards: produce simple declarative, imperative, exclamatory, and interrogative sentences. (2.L.1.A.h)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 4	<p><input type="checkbox"/> Consistently produces clear and complete declarative sentences that state a fact or idea. Examples: "The cat is sleeping." "She likes to read books."</p> <p><input type="checkbox"/> Effectively produces imperative sentences that give commands or make requests. Examples: "Please close the door." "Finish your homework."</p> <p><input type="checkbox"/> Accurately produces exclamatory sentences that express strong feelings or emotions. Examples: "What a beautiful day!" "I can't believe it!"</p> <p><input type="checkbox"/> Consistently produces interrogative sentences that ask questions. Examples: "What time is it?" "Where did you go?"</p>	<p><input type="checkbox"/> Produces declarative sentences that state a fact or idea but may occasionally be incomplete or unclear. Examples: "The cat sleeping." "She read books."</p> <p><input type="checkbox"/> Produces imperative sentences that give commands or make requests but may need some prompting or guidance. Examples: "Close door." "Do homework."</p> <p><input type="checkbox"/> Produces exclamatory sentences that express strong feelings but may not always be accurate or clear. Examples: "What beautiful day!" "I believe it!"</p> <p><input type="checkbox"/> Produces interrogative sentences that ask questions but may sometimes be incomplete or unclear. Examples: "What time?" "Where you go?"</p>	<p><input type="checkbox"/> Not yet able to produce clear and complete declarative sentences, often needing significant prompting or assistance. Examples: "Cat sleeping." "She books."</p> <p><input type="checkbox"/> Not yet able to produce imperative sentences, often needing substantial guidance. Examples: "Door." "Homework."</p> <p><input type="checkbox"/> Not yet able to produce exclamatory sentences, frequently missing the expression of strong feelings or clarity. Examples: "Beautiful day!" "Can't believe!"</p> <p><input type="checkbox"/> Not yet able to produce interrogative sentences, often incomplete or unclear, requiring significant assistance. Examples: "Time?" "Where go?"</p>

Language Standard 2: In written text, apply punctuation, capitalization and spelling. (2.L.1.B)

Sub-standards: Use apostrophes correctly for contractions (2.L.1.B.c) (and previously learned punctuation K-1), Capitalize weeks, days, months, holidays (2.L.1.B.d) and previously learned capitalization (K-1) Spelling rules previously learned (K-1)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Term 1	<input type="checkbox"/> Consistently applies spelling rules previously taught in K-1	<input type="checkbox"/> Generally applies spelling rules previously taught (K-1) but may be inconsistent or need occasional prompting	<input type="checkbox"/> Not yet able to apply spelling rules previously taught even with prompting
Terms 2 -3 (plus criteria from 1)	<input type="checkbox"/> Consistently capitalizes the names of weeks, days, months, and holidays correctly. Examples: "Monday," "January," "Christmas." <input type="checkbox"/> Correctly capitalizes the first word of a sentence, the pronoun "I," and proper nouns (e.g., names of people, places, and specific things).	<input type="checkbox"/> Generally capitalizes the names of weeks, days, months, and holidays correctly but may occasionally make errors or need reminders. Examples: "monday," "january," "christmas." <input type="checkbox"/> Usually capitalizes the first word of a sentence, the pronoun "I," and proper nouns but may have occasional mistakes.	<input type="checkbox"/> Frequently forgets to capitalize the names of weeks, days, months, and holidays correctly, often needing significant prompting or assistance. Examples: "monday," "january," "christmas." <input type="checkbox"/> Struggles to capitalize the first word of a sentence, the pronoun "I," and proper nouns, frequently omitting or incorrectly using capitalization.
Term 4	<input type="checkbox"/> Consistently uses apostrophes correctly to form contractions. Examples: "can't," "don't," "she's." <input type="checkbox"/> Consistently uses periods, question marks, and exclamation marks correctly at the end of sentences.	<input type="checkbox"/> Uses apostrophes for contractions but may occasionally make errors or need reminders. Examples: "cant," "dont," "shes" (instead of "can't," "don't," "she's"). <input type="checkbox"/> Generally uses periods, question marks, and exclamation marks correctly but may have occasional errors.	<input type="checkbox"/> Not yet able to use apostrophes correctly for contractions, frequently omitting them or placing them incorrectly. Examples: "cant," "dont," "shes" (instead of "can't," "don't," "she's"). <input type="checkbox"/> Often misuses or omits periods, question marks, and exclamation marks at the end of sentences.

Speaking and Listening Standard 1: Speak clearly and to the point using conventions of language when presenting individually or with a group. (2.SL.3.A)

Sub-standards: Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions(2.SL.3.A.b)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p>Presents ideas or information in a concise and focused manner, staying on topic</p> <p>Demonstrates a good command of language conventions, including appropriate use of grammar, vocabulary, and sentence structure</p> <p>Confirms comprehension of read-alouds or independent reading by accurately retelling key details and events.</p> <p>Asks appropriate questions to clarify understanding or seek additional information.</p>	<p>Presents ideas or information with some clarity, but may occasionally go off-topic or include irrelevant details</p> <p>Demonstrates basic understanding of language conventions, but may make occasional errors in grammar, vocabulary, or sentence structure</p> <p>Retells key details and events with some accuracy, but may miss or misunderstand some important points.</p> <p>Asks some questions to clarify understanding, but may not always ask appropriate or relevant questions.</p>	<p>Presents ideas or information in a disjointed or rambling manner, often straying far from the topic</p> <p>Demonstrates limited understanding of language conventions, frequently making errors in grammar, vocabulary, or sentence structure</p> <p>Struggles to retell key details and events accurately, often missing or misunderstanding important points.</p> <p>Rarely asks questions to clarify understanding or seek additional information, or asks questions that are irrelevant or inappropriate.</p>
Evidence	CKLA unit assessments		