



PRIORITY STANDARDS

Lindbergh Schools 26-27

Reading	
Reading Foundations	● Fluency ● Phonics
Reading Process	● Vocabulary
Reading Literary: Fiction	● Story Elements ● Character Analysis ● Point of View
Reading Informational: Non-Fiction	● Main Idea and Supporting Details ● Text Structures

Reading Foundations: Fluency

2.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.

4.0 (EE)	<i>Examples could include:</i> Reads text above grade level (125 wpm or greater)
3.0 (ME)	<i>The student will:</i> ☐ Reads a text at grade level with: ☐ Appropriate rate (100-124 wpm or greater) ☐ Accuracy of 95% or greater ☐ Expression and phrasing that shows awareness of commas, ending punctuation, and dialogue ☐ Monitor to self correct
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0. <i>The student will:</i> - Read a grade level text with: - Appropriate rate 72-99 WPM
2.0 (SD)	<i>The student will:</i> - Read a grade level text with: - Appropriate rate 44-71 WPM - Phrasing of 3 or more words - Expression to match text type - Awareness of ending punctuation - Monitor reading to self-correct errors, rereading to adjust for fluency, and accuracy
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Foundations: Phonics

2.RF.3A. Develop Phonics in the reading process

4.0 (EE)	<i>Examples could include:</i> • Use phonics knowledge in the reading process • Use phonics knowledge in the writing process • Decode known and unknown words by spelling patterns (e.g., final syllable: (<i>stable, tumble</i>) VCe (<i>in-vite</i>), r-controlled vowels (<i>per-fect</i>) vowel digraphs and diphthongs (<i>boyhood</i>) (e.g., -eigh, -ought)
3.0 (ME)	<i>The student will develop phonics in the reading process by:</i> ☐ Decode one syllable and multisyllabic words with second grade phonics patterns with accuracy and automaticity for words including: ☐ Vowel Teams ☐ Diphthongs ☐ R Controlled Vowels ☐ Prefixes and Suffixes ☐ Apply decoding strategies when reading unknown words by using phonics patterns knowledge to blend sounds ☐ Read all of the district second grade high frequency words automatically and accurately ☐ Read contractions automatically and accurately
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Develop phonics in the reading process by: ○ Decode words with first grade phonics patterns with accuracy and automaticity ■ Short vowels, including blends and digraphs ■ VCe (Long vowel) ■ Soft c, Soft g ○ Apply understanding of taught long vowel patterns to decode unknown words • Long a patterns (a, ai, ay) • Long o patterns (o, oa, ow, oe) • Long e patterns (e, ea, ee, ie) • Long i patterns (i, y, igh) ○ Apply decoding strategies when reading unknown words by using letter-sound knowledge to blend sounds ○ Read all of the district first grade high frequency words ○ Use syllabication patterns to decode words (Closed, open, VCe)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading: Fiction: Story Elements

2.R.2.A.a: Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson

4.0
(EE)

Examples could include:

- Paraphrase the big idea/themes/messages and supporting details of texts.
- Identify the theme of a story and support answer with 2 or more details
- Understand the solution in a story and provide alternative solutions to the same problem

3.0
(ME)

The student will:

- **Use reading strategies to understand stories from different cultures and times.**
- **Use a literary text to read, infer, analyze, and/or draw conclusions using text and illustrations to describe:**
 - the setting
 - the problems and solutions
 - the sequence of events (plot)
 - the big idea or moral lesson
 - explain how one event connects to another (cause and effect)

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Retell by using illustrations and details in a story to describe the story elements that make sense to a listener:
 - Characters
 - Setting
 - Problem and Solution
 - Events in order
- Ask and answer questions about key details in a text
- Predict what will happen next using prior knowledge

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Fiction: Character Analysis

2.R.2.A.b Describe the main characters, including their traits, motivations, and feelings

4.0 (EE)	<i>Examples could include:</i> • Identify a character trait and support that trait with evidence from the story in reference to characters beyond the main character. • Refer to details and examples in a text when explaining what the text says explicitly and when making inferences from the text. • Use strategies for inferring and drawing conclusions • Understand the actions of the character influences the events in the story
3.0 (ME)	<i>The student will:</i> • The student will read, infer, analyze, and/or draw conclusions to describe • the main character's personality traits • the motivations for the main character's action • the main character's feelings in a work of fiction • Know the difference between a trait and a feeling
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>character traits, personality, physical appearance, thoughts, feelings, actions, motivation</i> • Identify character traits, motivations, and feelings
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Fiction: Point of View	
2.R.2.A.f Compare and contrast the differences in points of view of characters and how stories are narrated	
4.0 (EE)	<i>Examples could include:</i> - distinguish their own point of view from that of the narrator or those of the characters - explain whether the narrator or speaker of a story is first or third person
3.0 (ME)	<i>The student will:</i> Determine if a character is telling the story or if an outside narrator is telling the story Compare and contrast the points of view from two characters within the same story Compare and contrast the same story told from two points of view Identify which character is speaking in dialogue
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Recall and Recognize terms: <i>compare/contract, point of view, characters, narrator, dialogue, quotation</i> - compare and contrast adventures and experiences of characters in stories - Determine perspectives of two characters in the same story
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading: Non Fiction: Main Idea and Supporting Details

**2.R.3.A.a Identify the main idea in a section of text and distinguish it from the topic
2.R.3.C.a Explain the main ideas and supporting details**

4.0 (EE)	<i>Examples could include:</i> • Ask and answer questions to demonstrate understanding of main idea and supporting details of a text beyond grade level • Determine the main idea and supporting details for texts beyond grade level • Search for a pop-out sentence that captures the main idea • State the main idea in more than just one word and name the main idea of most of the text • Choose supporting details that go with the main idea
3.0 (ME)	<i>The student will:</i> • Distinguish the overall main idea of one or more texts • Understand each paragraph has a main topic that connects to the overall main idea • Determine relevant/important vs. irrelevant/unimportant details • Identify two or more details that support and explain the main idea • Use text features to locate specific information to support the main idea
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Identify if a text is categorized as fiction or nonfiction • Name one or two features of the text that support the identification of that genre • Use text features to restate the main idea ○ Captions ○ Headings ○ Visuals • Describe the main idea of the text • Identify 2-3 details that support the main idea
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading: Non Fiction: Text Structures

2.R.3.C.c Read, infer, and draw conclusions using text structures to: describe the connection between and identify problems and solutions

4.0 (EE)	<i>Examples could include:</i> • Create graphic organizer to compare and contrast details by texts on the same topic • Apply author's problem and solution to community problem
3.0 (ME)	<i>The student will read, infer, and draw conclusions using <u>text structures:</u></i> • Identify the problem in non-fiction text • Determine solutions presented by the author • Describe the connection between the problem and solution
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>problem, solution</i> • Use a graphic organizer to separate one topic from the other
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Process: Vocabulary

2R.1B.a-h Develop an understanding of vocabulary

4.0 (EE)	<i>Examples could include</i> • Develop an understanding of vocabulary by using sentence-level context to determine the meaning of unfamiliar words or distinguish among multiple meaning words • Fill in possible meanings of a word or phrase and decide whether the meanings make sense in context • Examine the sentence immediately before and after an unknown word or phrase for clarification, synonyms, or a written definition • Describe the meaning of the passage or sentences that come before and after an unknown word or phrase
3.0 (ME)	<i>The student will:</i> • Develop an understanding of vocabulary by using knowledge of: • Prefixes, root words and suffixes • Meaning of individual words to determine the meaning of compound words • Context to determine the meaning of a new word or multiple meaning word in text • Antonyms and synonyms
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>prefix, suffix, meaning, compound word, synonym, antonym</i> • Use common affixes to figure out the meaning of a word • Identify common root words and their inflectional endings (-s, -ed, -ing etc...) in text. • Recognize that compound words are made up of shorter words • Distinguish shades of meaning among verbs and adjectives (e.g. mad, angry, furious)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Writing

Writing Process

- [Prewriting and Drafting](#)
- [Revise and Edit](#)

Language

- [Grammar](#)
- [Conventions](#)
- [Spelling](#)

Narrative

- [Narrative](#)

Informational

- [Informational](#)

Opinion

- [Opinion](#)

Writing Process: Prewriting and Drafting Paragraphs

2W.1.B Apply a writing process to develop a text for audience and purpose. Appropriate to genre type, develop a draft from prewriting

4.0
(EE)

Examples could include:

- Generate a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory
- Supporting the topic sentence within each paragraph with facts and details from sources when appropriate
- Categorizing, organizing and sequencing the supporting details into a text with a clear beginning, middle and end

3.0
(ME)

The student will:

- **Brainstorm and record key ideas using a graphic organizer to plan a first draft.**
- **Sequence ideas into clear and coherent sentences**
- **Generate one or more paragraphs with one main idea**
- **Create evidence of beginning, middle, and end**
- **Address appropriate audience based on specific genre**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and Recognize terms such as: *sequence, paragraph, graphic organizer, brainstorm*
- Sequence ideas into sentences and staying on topic throughout the text
- Generate evidence of a simple opening and simple closing

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Writing Process: Revising and Editing

2W.1.C Apply a writing process to develop a text for audience and purpose. Reread, revise, and edit drafts with assistance from adults/ peers

4.0
(EE)

Examples could include:

- Revising for strong main idea and supporting details
- Adding details and facts from sources when appropriate
- Strong sequence of ideas

3.0
(ME)

The student will:

- **Revise story as needed to strengthen these components with assistance:**
 - **Beginning, middle and end**
 - **Word choice**
 - **Sentence structure**
 - **Sequence ideas**
 - **Audience and purpose**
 - **Voice**
 - **Deletion of unnecessary words, phrases or sections**
- **Edit for language conventions based on 2.L.1.B (see proficiency scale for conventions):**
 - **Spelling**
 - **Grammar**
 - **Punctuation**
 - **Capitalization**
- **Use paper/pencil, computer etc... to produce legible writing.**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and Recognize: *edit, revise, audience, purpose, sequence*
- Respond to questions and suggestions to clarify meaning
- Edit by leaving spaces between words and sentences
- Strengthen writing with assistance

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Narrative Writing

2.W.2.C Write fiction or nonfiction narratives or poems.

4.0 (EE)	<i>Examples could include:</i> • Write fiction or nonfiction narratives and poems (e.g. fairytales, mysteries, question poems, diamante poems, and personal narratives) • Use dialogue • Use transition words and phrases to signal event order
3.0 (ME)	<i>The student will:</i> • Establish a situation/topic based on the student's experience or imagination • Introduce a main character and setting • Use the five senses (sight, touch, sound, taste, smell) to add details • Follow a logical sequence of events using complete sentences to create beginning/middle/end • Use linking/transition words to signal event order. (e.g., then, after, next)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms such as: <i>narrative, dialogue, transitions, details, audience, fiction, nonfiction, narrative, poem, beginning, middle, end</i> • Tell a story or experience • Use details to describe the story or experience • Place events in the order they occurred • Use linking words to indicate the beginning/middle/end (e.g. first, second, third) • Provide a reaction to what happened in the events
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Informational Writing	
2W.2.B Write Informational text	
4.0 (EE)	<i>Examples could include:</i> • Develop an informational topic using facts, definitions, details and explanations, pictures, diagrams etc... • Student's original language except when quoting from a source • Transition words to connect ideas within a category (e.g., but, therefore, since, one example, for example) • Generate paragraphs with a sequence
3.0 (ME)	<i>The student will:</i> • Introduce a topic being studied that conveys factual information using a complete sentence • Use facts and definitions to develop supporting details • Use specific words that are related to the topic and audience • Use transition words and phrases to signal order as it fits the piece of writing : <i>first, then, next, also, finally</i> • Create a concluding statement • Apply Research: Gather evidence from available sources • Apply Research: Record basic information in a simple visual format
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms such as: <i>topic, fact, evidence, research, source, hook, transition</i> • Introduce a topic or text being studied and supply facts • Use some specific words that are related to the topic • Follow a sense of order in writing • Create some sense of closure
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Opinion Writing

2.W.2.A Write Opinion Texts

4.0 (EE)	<i>Examples could include:</i> • State a position about a topic and provide reasons • Use transitions to connect opinion and reason ◦ Examples: but, therefore, since, one example, for example • Use multiple or complex sentences to introduce a topic • Use specific and accurate words that are related to the topic, audience, and purpose • Provide clear evidence of a beginning, middle and concluding statement or paragraph
3.0 (ME)	<i>The student will:</i> • Introduce a topic or text being studied using complete sentences • State an opinion about a topic or a text • Provide reasons for the opinion stated • Use transition words and phrases to signal order : <i>first, then, next, also, finally</i> • Provide evidence of a beginning, middle, and concluding statement or section
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Introduce a topic or text • State an opinion about the topic or text and provide a reason for the opinion • Use some specific words that are related to the topic • Follow a sense of order in writing • Provide some sense of closure
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Language and Grammar: Grammar

2.L.1.A In speech and written form, apply standard English Grammar

4.0 (EE)	<i>Examples could include:</i> • Use comparative (e.g., better) superlative (e.g., best) and demonstrative (e.g., this, that, these, those) adjective and adverbs (e.g., more fun, most fun) • Produce simple and compound imperative exclamatory, declarative and interrogative sentences • Use helping verbs with irregular verbs (e.g., has eaten, have run, had spoken, has been)
3.0 (ME)	<i>The student will produce simple declarative, imperative, exclamatory, and interrogative sentences by:</i> • Using nouns and pronouns in writing • Using collective nouns (family, class, children etc...) • Using common irregular nouns (fox, person, child etc...) • Using reflexive pronouns (myself, ourselves) • Using regular verbs • Using helping verbs with regular verbs (has jumped, can jump, will jump) • Using adjectives and adverbs in sentences
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The students will:</i> • Use nouns and action verbs that designate past, present and future sentences. • Use conjunctions <i>and</i>, <i>but</i>, & <i>so</i> in sentences • Use common prepositions: at, or, next, in, above • Use common pronouns
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Language and Grammar: Conventions

2.L.1.B In written text, apply punctuation, capitalization and spelling

4.0 (EE)	<i>Examples could include:</i> • Use of apostrophe for possessives • Demonstrate and use commas and quotations in dialogue • Capitalize dialogue correctly, names of places, titles of books, stories and songs • Consult reference materials to check and correct spelling
3.0 (ME)	<i>The student will:</i> • Produce simple declarative, imperative, exclamatory, and, interrogative sentences • Use dialogue that contains quotation marks • Use apostrophes correctly for contractions • Capitalize days, months, holidays • Capitalize abbreviated titles of people (e.g., Mr., Ms.,Mrs., Dr.)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The students will:</i> • Print legibly, using correct spacing between words and sentences • Use ending punctuation • Capitalize the first word in a sentence • Capitalize the pronoun I • Capitalize the first letter of their and others' first and last names • Use commas to separate single words in a series
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Language and Grammar: Spelling

2.L.1.B In written text, apply punctuation, capitalization and spelling

4.0 (EE)	<i>Examples could include:</i> ● Use spelling patterns and generalizations to spell compound words (Such as: backpack, thunderstorm, keepsake) ● Spell words that double the consonant (Such as: bottle, dribble, spell) ● Spell plural words that change “y” to “ies” (Such as: babies, puppies) ● Consult reference materials to check and correct spellings (Use a dictionary, other writing samples, ask a friend, use technology)
3.0 (ME)	<i>The student will:</i> ● Spell words using irregular spelling patterns (e.g., said, does) ● Spell and use the plural of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x ● Use nouns that change their spelling in plural form (e.g., man-men, child-children)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The students will:</i> ● Spell words using regular spelling patterns ● Spell words phonetically using phonemic awareness and spelling knowledge
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Math	
Number Sense and Operations	• Addition of Three Digit Numbers • Subtraction of Three Digit Numbers • Place Value - Three Digit Numbers
Data	• Graphing
Number Relationships	• Add and Subtract within 20 • Arrays
Geometry and Measurement	• Length • Money • Partitioning Shapes

Number Sense and Operations: Addition Of Three-Digit Numbers	
2.NBT.B.8 Add within 1,000, and justify the solution 2.NBT.B.9 Use the Relationship between addition and subtraction to solve problems	
4.0 (EE)	<i>Examples could include:</i> • Add four two-digit number consistently with efficiency and accuracy • Solve problems using multi-digit numbers consistently with efficiency and accuracy • Create generalized algorithms for the addition of whole numbers of any size • Create a read world situation using place value strategies to add
3.0 (ME)	<i>The student will:</i> • Add three-digit numbers within 1,000 with and without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping) • Justify answers by using concrete, pictorial, verbal, drawn or written means • Use the relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Add two-digit numbers with and without regrouping using at least one strategy • Demonstrate fluency with addition within 100 (with and without regrouping) • Understand properties of addition: ○ the order of two addends produce the same sum ○ addends can be composed or decomposed in various ways and produce the same sum

	- Communicate reasoning on how they solved problems involving adding two two-digit numbers - Construct a model representing real-world and math problems involving addition within 100 (ex... <i>part-part-whole</i>, <i>open number line</i>, <i>number sentence</i>, <i>number bonds</i>, <i>quick sketch of tens and ones</i>) (Fluency refers to accuracy and automaticity and does not require memorization)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Number Sense and Operations: Subtracting of Three -Digit Numbers	
2.NBT.B.8 Subtract within 1,000, and justify the solution	
2.NBT.B.9 Use the Relationship between addition and subtraction to solve problems	
4.0 (EE)	<i>Examples could include:</i> - Subtract using multi-digit numbers consistently with efficiency and accuracy - Solve problems using multi-digit numbers consistently with efficiency and accuracy - Create generalized algorithms for the subtraction of whole numbers of any size - Create a real world situation using place value strategies to subtract
3.0 (ME)	<i>The student will:</i> Subtract three-digit numbers within 1,000 with or without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping) Justify answers by using concrete, pictorial, verbal, drawn or written means Use the relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> - Demonstrate subtraction within 100 with and without regrouping - Construct a model explaining how to solve a word problem using subtraction (<i>Part-part-whole</i>, <i>open number line</i>, <i>decomposing a number</i>, etc.) - Use the relationship between addition and subtraction to solve problems (missing addends, fact families) - Communicate his/her reasoning on how they solved problems involving subtracting
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Number Sense and Operations: Place Value of Three-Digit Numbers

2.NBT.A.1 Understand Place Value of three-digit numbers.

2.NBT.A.5 Compare three digit numbers using the symbols $>$, $=$, or $<$

4.0 (EE)	<i>Examples could include:</i> • Identify place value of four digit numbers • Add and subtract using three and four digit numbers • Solve problems using three and four digit numbers • Comparing four or more digit numbers using $>$, $=$, $<$ • Explain how much greater or how much less
3.0 (ME)	<i>The student will:</i> • Demonstrate Place Value of three-digit numbers using manipulatives • Demonstrate understanding that three-digit numbers are composed of hundreds (100, 200, 300 ...), tens (10, 20, 30 ...) and ones (0, 1, 2, 3 ...). • Compose three digit numbers in multiple ways (Ex. $200 + 40 + 5$ OR 1 hundred + 14 tens + 5 ones both equal 245) • Decompose three digit numbers in multiple ways (ex. The number 376 can be broken into $300 + 70 + 6$ OR 37 tens and 6 ones OR $200 + 170 + 6$) • Count within 1000 by 1s, 10s, and 100s starting with any number. • Compare three digit numbers using the symbols $>$, $=$, $<$...emphasizing the “compare” instead of symbols. • Show greater or less than using visual representation • Order a set of numbers from least to greatest or greatest to least
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Count up to 120, starting at any number less than 120 • Read numerals to 120 • Write numerals to 120 • Count backward from a given number between 20 and 1, to zero • Verbalize that ten ones is the same as 1 group of ten • Verbalize or show two digit numbers are composed of tens and ones • Represent one-digit, two-digit, three-digit numbers up to 120 • Compare two digit numbers using the symbols $>$, $=$, $<$ • Skip count by 5s to 100 • Skip count by 10s to 120 • Use place value understanding to add and subtract (ex: ten more than 40 is 50 or ten less than 30 is 20)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Data: Graphing

2.DS.A.3: Draw a picture or a bar graph to represent a data set with up to four categories
2.DS.A.4: Solve problems using information represented in line plots, picture graphs and bar graphs
2.DS.A.5: Draw conclusions from line plots, picture graphs and bar graphs

4.0 (EE)	<i>Examples could include:</i> • Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories. • Solve one- and two-step problems using information presented in bar and/or picture graphs • Create a line plot to represent data independently.
3.0 (ME)	<i>The student will:</i> • Draw conclusions using information from: • Line plots • Picture graphs • Bar graphs • Draw a picture graph or bar graph to represent a set of data (i.e.tally chart) with up to four categories • Generate measurement data to the nearest whole unit and display the data in a line plot • Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Collect and organize data gathered by the student with up to three categories • Create a graph using gathered data with up to three categories • Analyze and compare data from graphs with up to three categories • Draw conclusions from graphs
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Number Relationships: Add and Subtract within 20	
2.RA.A.1 Demonstrates Fluency with addition and subtraction within 20 2.RA.B.2 Determine if objects have an odd or even number of members.	
4.0 (EE)	<i>Examples could include:</i> Applies understanding of addition and subtraction within 20 to more complex numbers and word problems
3.0 (ME)	<i>The student will:</i> Use strategies to fluently add and subtract within 20, such as: - Count on - Count back - Fact families - Doubles facts - Near doubles - Make a ten - Missing addends - Solve a one-step word problem using addition or subtraction - Use addition and subtraction to solve a word problem with more than one step - Determine whether a number is even or odd by identifying if there is one left over when paired - Count by 2s to 100 starting with any even number
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> - Use addition with a sum up to 20 to solve problems - Add three numbers with a sum up to 20 - Determine if an equation involving addition or subtraction is true or false - Determine the missing addend in an addition or subtraction equation relating three whole numbers ($2 + __ = 5$, $__ + 4 = 7$, $5 - __ = 2$, $7 - __ = 6$) - Explain that the equal sign tells that the amount on both sides of the sign have the same value; "Is the same as" - Use strategies to add and subtract within 20 (ex: counting on/back, making ten, number line, counters, number bond, etc.) - Use fact families to add or subtract - Change the grouping of 2 addends and get the same sum; ($3 + 4 = 4 + 3$) - Demonstrate fluency with addition and subtraction within 10
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Number Patterns: Arrays

2.RA.B.3 Develop Foundations for multiplication and division. Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns and write an equation to represent the total as a sum of equal addends.

4.0 (EE)	<i>Examples could include:</i> • Using arrays to write multiplication problems. • Find the area of a space using Length X Width • Express repeated addition problems using multiplication • Count by 2s starting with ANY number
3.0 (ME)	<i>The student will:</i> • Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns • When looking at an array, write an equation to represent the total as a sum of equal addends
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>even, odd, objects, equal groups, array, column, row</i> • Group items into pairs • Understand skip counting • Describe groups of objects using repeated addition
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Measurement: Length

2.GM.B.5 Analyze the results of measuring the same object with different units

4.0 (EE)	<i>Examples could include:</i> - Measuring and estimating lengths to the $\frac{1}{2}$ unit - Convert measurements from inches, feet, and yards and from centimeters and meters - Stretch and Compare - Students compare the lengths of objects at rest and when stretched to find the differences in length - Students devise different methods to determine accuracy of measurements.
3.0 (ME)	<i>The student will:</i> Correctly label units when recording measurements of length Measure and estimate lengths in standard units (inches, feet, yards, centimeters, and meters) Analyze the results of measuring the same object with different units Use addition and subtraction to 100 to solve problems involving lengths that are given in the same unit Find sums and differences within 100 using a number line.
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> - Compare the lengths of two or more objects using a third object (using words such as: longer, shorter, taller) - Order objects by length or distance - Measure items end-to-end accurately using objects
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Measurement: Money

2.GM.D.12 and 13: Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately

4.0 (EE)	<i>Examples could include:</i> - Solve multi-step real world problems involving currency values <i>A girl wants to buy several sheets of stickers that cost 67¢ each. She has one dollar bill, 5 quarters, seven dimes, three nickels and twenty six pennies. How many sheets can she buy and how much money will she have left over?</i> - Solve word problems involving addition and subtractions within 100 with quarters, dimes, nickels, and pennies. - Count paper money totaling over \$100
3.0 (ME)	<i>The student will:</i> Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately. Find combinations of coins that equal a given amount
2.5 (NM)	No major errors or omissions regarding score 2.0 content , and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> - Know the value of the penny - Know the value of the nickel - Know the value of the dime - Know the value of the quarter
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry: Partitioning Shapes

2.GM.A.3 Partition circles and rectangles into two, three, or four equal shares and count to find the total number of squares.

4.0 (EE)	<i>Examples could include:</i> - Design figures within a given set of attributes that do not belong to a common category of geometric figures (ex: draw a figure with two long sides of equal length and two short sides of equal length that is not a rectangle) - Recognize and generate 3D shapes and identify their faces - Understand fractions
3.0 (ME)	<i>The student will:</i> Partition circles and rectangles into Two equal shares and count to find the total number of squares Three equal shares and count to find the total number of squares Four equal shares and count to find the total number of squares Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares Recognize and draw shapes having specified attributes, such as a given number of angles or sides
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> - Identify 3D shapes from different perspectives and orientations - Identify and describe characteristics of 3D shapes - Decompose a 3D shape into 2D shapes - Create 3D shapes from 2D shapes - Partition circles and squares into two or four equal parts, and describe the shares and the wholes verbally
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Social Studies
Use Resources and Artifacts
Use Visual Tools
Research and Present
Ask and Answer Social Studies Questions

Content Topics by Trimester		
Trimester One	Trimester Two	Trimester Three
Communities Government	Government Economics	Geography Native Americans

2. TS. 7. A. a Identify, select, analyze and evaluate resources to create a product of social science inquiry.	
4.0 (EE)	<i>Examples could include:</i> - Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. - Create and use artifacts to share information on social studies' topics (building structures and materials, works of art representation of cultures, fossils, pottery, tools, clothing, and musical instruments.)
3.0 (ME)	<i>The student will:</i> Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support Select and use artifacts to share information on social studies's topics
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support from an adult - Identify and use artifacts to share information on Social studies topics
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

2. TS. 7. B. a Use visual tools to communicate information and ideas

4.0 (EE)	<i>Examples could include:</i> With guidance and support, use visual tools and information texts to interpret, draw, conclusions, make predictions, and communicate information and ideas.
3.0 (ME)	<i>The student will:</i> Use visual tools and information texts to communicate information
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> Create visual tools to communicate information
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

2. TS. 7.D. a Conducting and presenting research with appropriate resources

4.0 (EE)	<i>Examples could include:</i> Present social studies research to an audience using appropriate sources
3.0 (ME)	<i>The student will:</i> Share research about social studies topics.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> Share findings about a social studies topics
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

2. TS. 7. E. a Developing a research plan and identifying resources

4.0 (EE)	<i>Examples could include:</i> - Generate supporting questions about social studies' topics - Use steps in a process to investigate a social studies' question - Use appropriate sources to investigate social studies' questions
3.0 (ME)	<i>The student will:</i> Develop supporting questions about social studies' topics with assistance Describe a process to answer those questions

2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> Ask supporting questions and find answers about social studies topics with assistance
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Communities

The student will:

- **2.PC.1.B Explain and give examples of how laws and rules are made and changed within a community.** Examples include:
 - Identify communities in which students are a part of
 - Identify leaders of their community
 - Discuss processes that citizens go through to make changes to rules and laws in their communities
 - Discuss how citizens impact change, promoting the common good
 - Identify a problem within their community
 - Give examples of a new rule or law as a solution
- **2.PC.1.D.a Analyze how being an active and informed citizen makes a difference in your community.** Examples include:
 - Review examples of active and informed citizens in your community
 - Participate in service learning activities (e.g., community service, making blankets, can food drive)
 - Participate and discuss mock voting/majority rules
 - Discuss responsibilities of citizens
 - Conduct class projects to show process of improving/benefitting community and voting for or against the project
 - Discuss pros/cons of actively participating in their communities
 - Read informational texts about active/informed citizens in their own community

Government

The student will:

- **2.GS.2.D Identify and explain the CONCEPT of branches and functions of government**
 - Research each branch of government
 - Create a diagram of the three branches of government and their functions (duties and responsibilities)
 - Match functions with the three branches of government
 - Relate to Constitution Day Activities

Native Americans

The student will:

- **2.H.3.B - Compare and contrast the changing habitats, resources, art, and daily lives of native American people in regions of the US**
 - Identify the habitats, resources, artifacts, and daily lives of Native American people in

ANY of the six main regions of the United States: (Northeast Woodlands, Southeast Woodlands, Southwest, Plains, Northwest Coast, California Intermountain)

- Compare and contrast the lives of Native Americans today with their past culture

Geography

The student will:

- **2.EG.5.A - Identify the properties and use of different types of maps for a variety of purposes**
 - Discuss different maps and their purposes and uses
 - Maps may include school maps, community maps, state maps, country maps, world maps, geographical maps, agricultural maps, physical maps, weather maps
 - Match maps with purposes and uses
 - Compare different maps to identify their purposes and uses
 - Read and construct maps with title and key
- **2.EG.5.Ba - Name and locate regions in your community**
 - Look for unifying characteristics of areas within local communities: county, townships, historical landmarks
 - Identify regions in the community on a map
- **2.EG.5.Bb - Name and locate regions of the world including the 7 Continents and 5 Oceans**
 - Hemispheres: North and South, Equator
 - Oceans: Pacific, Atlantic, Arctic, Indian, Southern
 - Continents: North America, South America, Asia, Europe, Africa, Australia, Antarctica

Economics

The student will:

- **2.E.4Aa Describe consumption and production and the relationship to goods and services within your region**
- **2.E.4Ab Demonstrate how people use money to buy and sell goods and services**
 - Conduct a classroom economy simulation (buying and selling)
 - Conduct a classroom store simulation
 - Review and discuss needs and wants
 - Discuss the relevance of goods and services (e.g., buying a desired object, having someone repair your tablet and paying them)
- **2.E.4Ac Demonstrate how people barter to exchange goods and services**
 - Conduct a classroom barter simulation
 - Discuss the history of the barter system in variety of cultures
- **2.E.4Ad Explain the relationship of income, labor, and wages**
 - Construct a story to show how income, labor and wages are interrelated (could include a sequence map)

Science
<u>Asking Questions and Defining Problems</u>
<u>Planning and Carrying Out Investigations</u>
<u>Analyzing, Interpreting, and Communicating Data</u>

Science and Engineering Practices

Asking Questions and Defining Problems

4.0 EE	<i>Examples could include:</i> • Ask questions about what could happen if a variable is changed. • Identify scientific (testable) and non-scientific (non-testable) questions. • How does helium make a balloon rise? (testable) • Which color makes the balloon the prettiest? (non-testable) • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
3.0 ME	<i>Across a variety of science content, the student will:</i> • Ask questions based on observations to find more information about the natural and/or designed worlds. • Ask and/or identify questions that can be answered by an investigation. ☐ What do plants need to grow?
2.5 NM	Across a variety of science content, the student inconsistently demonstrates level 3 skills.
2.0 SD	<i>The student will:</i> • Ask a question based on the topic. • Define a simple problem that can be solved through the development of a new or improved object or tool.
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Science and Engineering Practices

Planning and Carrying Out Investigations

4.0 EE	<i>Examples could include:</i> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
3.0 ME	<i>Across a variety of science content, the student will:</i> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Make observations and/or measurements ☐ to collect data that can be used to make comparisons. ☐ of a proposed object or tool or solution to determine if it solves a problem or meets a goal.
2.5 NM	Across a variety of science content, the student inconsistently demonstrates level 3 skills.
2.0 SD	<i>The student will:</i> • Make predictions based on prior experiences. • With guidance, plan and conduct an investigation in collaboration with peers
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Science and Engineering Practices

Analyzing, Interpreting, and Communicating Data

4.0 EE	<i>Examples could include:</i> • Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. • Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. • Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.
3.0 ME	<i>Across a variety of science content, the student will:</i> • Compare predictions (based on prior experiences) to what occurred (observable events). • Analyze data from tests of an object or tool to determine if it works as intended. • Communicate information about data in oral or written form.
2.5 NM	Across a variety of science content, the student inconsistently demonstrates level 3 skills.
2.0 SD	<i>The student will:</i> • Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed