

2nd Grade ELA Report Card

Reading Foundations	MP1	MP2	MP3	MP4
2.RF.3.a-f Know and apply grade-level phonics and word analysis skills in decoding/reading one-syllable or two-syllable words.				
2.RF.4.a-c Read with sufficient accuracy and fluency to support comprehension.				
Writing Foundations	MP1	MP2	MP3	MP4
2.WF.3.a-d Know and apply phonics and word analysis skills when encoding/spelling words.				
Reading Comprehension	MP1	MP2	MP3	MP4
2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.				
2. RL.9/2.RI.9 Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures and two texts on the same topic.				
2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text				
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				
Writing	MP1	MP2	MP3	MP4
2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion.				
2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				
2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events.				
Speaking and Listening	MP1	MP2	MP3	MP4
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
Language	MP1	MP2	MP3	MP3
2.L.1.a-f Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.				
2.L.2.a-e Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
2.L.4.a-e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				

KEY

☐ **Mastery Expected**

Reading Foundations

2.RF.3 a-f Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Identify and apply all six syllable types to decode appropriate grade-level text.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Decodes multisyllabic words and explains the type of syllable and why the vowels are pronounced the way they are for 4-syllable types.	Decodes multisyllabic words and explains the type of syllable and why the vowels are pronounced the way they are for 5-syllable types.	Decodes multisyllabic words and explains the type of syllable and why the vowels are pronounced the way they are for all 5-syllable types.	Decodes multisyllabic words and explains the type of syllable and why the vowels are pronounced the way they are for all 6-syllable types.
3 Proficient	Independently and accurately decodes last year's instruction: consonants, vowels, blends, digraphs, bonus letters, glued sounds (all, am, ang, etc...), r-controlled, suffixes, and long a, e, o and u vowel teams, prefixes and au/aw. (End of Unit 5)	Independently and accurately decodes two-syllable words (closed and v-e), open syllables, suffixes (-y,-ly,-ty) v-e syllables and ive, y as vowel, and r-controlled. (End of Unit 9)	Independently and accurately decodes double vowel syllables, long a -ai/ay, combines 5 types of syllables, homophones, long 3 -ee, ea, ey, oi/oy, and long o - oa, oe, ow. (End of Unit 13)	Independently decodes vowel teams - oo, ou, ue, ew, ue, oo, au, aw, and -le syllable words and review all 6-syllable types. (Unit 17).
2 Partially Proficient	With support, decodes last year's instruction: consonants, vowels, blends, digraphs, bonus letters, glued sounds (all, am, ang, etc...), r-controlled, suffixes, and long a, e, o and u vowel teams, prefixes and au/aw. (End of Unit 5)	With support, decodes two-syllable words (closed and v-e), open syllables, suffixes (-y,-ly,-ty) v-e syllables and ive, y as vowel, and r-controlled (End of Unit 9).	With support, accurately decodes double vowel syllables long a - ai/ay, combines 5 types of syllables, homophones, long 3 -ee, ea, ey, oi/oy, and long o - oa, oe, ow. (End of Unit 13)	With support, accurately decodes vowel teams - oo, ou, ue, ew, ue, oo, au, aw, and -le syllable words and review all 6-syllable types (Unit 17).
1 Minimally Proficient	Unable to decode current level of instruction, but may be able to read closed syllable words with blends, digraphs and short vowels.	Unable to decode current level of instruction, but may be able to read consonants, vowels, blends, digraphs, bonus letters, glued sounds (all, am, ang, etc...), r-controlled, suffixes, and long a, e, o and u vowel teams).	Unable to decode current level of instruction, but may be able to read two-syllable words (closed and v-e), open syllables, suffixes (-y,-ly,-ty) v-e syllables and -ive, -y as vowel, and r-controlled.	Unable to decode current level of instruction, but may be able to read double vowel syllables long a -ai/ay, combines 5 types of syllables, homophones, long 3 -ee, ea, ey, oi/oy, and long o - oa, oe, ow.

Assessments: Foundations Unit Tests

Reading Foundations

2.RF.4 a-c Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Independent DRA 24+ HMH L+ 70-100 WCPM	Independent DRA 28+ HMH L+ 75-105 WCPM	Independent DRA 30+ HMH N+ 80-110 WCPM	Independent DRA 34+ HMH O+ 115 + WPM
3 Proficient	Independent DRA 20 HMH K 65-95 WCPM	Independent DRA 24 HMH L 70-100 WCPM	Independent DRA 28 HMH M 75-105 WCPM	Independent DRA 28 or 30 HMH M 80-110 WCPM Lexile 420L - 650L
2 Partially Proficient	Independent DRA 16-18 HMH I-J 55-85 WCPM	Independent DRA 18-20 HMH J-K 65-95 WCPM	Independent DRA 20-24 HMH K-L 70-100 WCPM	Independent DRA 24-28 HMH L-M 75-105 WCPM
1 Minimally Proficient	Independent DRA 14 or Below HMH H <55 WPM	Independent DRA 16 or Below HMH I or Below <65 WPM	Independent DRA 18 Below HMH J Below <70 WPM	Independent DRA 20 Below HMH K Below <75 WPM

Assessments: DRA, HMH Benchmarks, Fluency Passage

Writing Foundations

2.WF.3.a-d Know and apply phonics and word analysis skills when encoding words.

- a. Spell on-level, regular, single-syllable words that include:
 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
 2. Complex consonant blends (e.g., scr, str, squ).
 3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).- Unit 10 Foundations
 4. Vowel-r combinations (e.g., turn, star, third, four, for).
 5. Contractions (e.g., we'll, I'm, they've, don't).
 6. Homophones (e.g., bear, bare; past, passed).
 7. Plurals and possessives (e.g., its, it's).
- b. With prompting and support, spell two- and three-syllable words that:
 1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
 2. Include familiar compound words (e.g., houseboat, yellowtail).
 3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
- c. With prompting and support, spell words with suffixes that require:
 1. Consonant doubling (e.g., running, slipped). (closed syllable and additional syllables)
 2. Dropping silent e (e.g., smiled, paving). (closed or open 1st syllable)
 3. Changing y to i (e.g., cried, babies).
- d. Spell grade-level appropriate words in English, as found in a research-based list including:
 1. Irregular words (e.g., against, many, enough, does).
 2. Pattern-based words (e.g., which, kind, have).

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Encodes multisyllabic words accurately and explains the type of syllable and why the vowels are pronounced the way they are for 4-syllable types.	Encodes multisyllabic words accurately and explains the type of syllable and why the vowels are pronounced the way they are for 5-syllable types.	Encodes multisyllabic words accurately and explains the type of syllable and why the vowels are pronounced the way they are for all 5-syllable types.	Encodes multisyllabic words accurately and explains the type of syllable and why the vowels are pronounced the way they are for all 6-syllable types.
3 Proficient	Independently and accurately encodes last year's instruction: consonants, vowels, blends, digraphs, bonus letters, glued sounds (all, am, ang, etc...), r-controlled, suffixes, and long a, e,	With support, accurately encodes two-syllable words (closed and v-e), open syllables, suffixes (-y,-ly,-ty) v-e syllables and ive, y as vowel, and r-controlled. (End of Unit 9)	Independently and accurately encodes double vowel syllables, long a -ai/ay, combines 5 types of syllables, homophones, long 3 - ee, ea, ey, oi/oy, and long o - oa, oe, ow. (End of Unit 13)	Independently encodes vowel teams - oo, ou, ue, ew, ue, oo, au, aw, and -le syllable words and review all 6 syllable types. (Unit 17)

	o and u vowel teams, prefixes and au/aw. (End of Unit 5)			
2 Partially Proficient	With support, encodes last year's instruction: consonants, vowels, blends, digraphs, bonus letters, glued sounds (all, am, ang, etc...), r-controlled, suffixes, and long a, e, o and u vowel teams, prefixes and au/aw. (End of Unit 5)	With support, accurately encodes two-syllable words (closed and v-e), open syllables, suffixes (-y,-ly,-ty) v-e syllables and ive, y as vowel, and r-controlled. (End of Unit 9)	With support, accurately encodes double vowel syllables long a - ai/ay, combines 5 types of syllables, homophones, long 3 -ee, ea, ey, oi/oy, and long o - oa, oe, ow. (End of Unit 13)	With support, encodes vowel teams - oo, ou, ue, ew, ue, oo, au, aw, and -le syllable words and review all 6-syllable types. (Unit 17)
1 Minimally Proficient	Unable to encode current level of instruction, but may be able to spell closed syllable words with blends, digraphs and short vowels.	Unable to encode current current level of instruction, but may be able to spell consonants, vowels, blends, digraphs, bonus letters, glued sounds (all, am, ang, etc...), r-controlled, suffixes, and long a, e, o and u vowel teams).	Unable to encode current level of instruction, but may be able to spell two-syllable words (closed and v-e), open syllables, suffixes (-y,-ly,-ty) v-e syllables and ive, y as vowel, and r-controlled.	Unable to encode current level of instruction, but may be able to spell double vowel syllables long a -ai/ay, combines 5 types of syllables, homophones, long 3 -ee, ea, ey, oi/oy, and long o - oa, oe, ow.
Assessment: Mastery is taken from Foundations End of Unit Assessments. Students' quarterly grades need to reflect what has been explicitly taught, so quarterly spelling features may shift among quarters based on instruction.				

Reading Comprehension

2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Identifies the beginning and middle structure of a story, including the solution to the problem.	Independently identifies the beginning, middle, and end structure of the story including steps characters use to solve problems.	Independently describes the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Independently refers to parts of the story and describes how successive parts build on earlier sections.
3 Proficient	Independently identifies the beginning structure of a story including major characters, settings, and problems.	Identifies the beginning and middle structure of a story, including the solution to the problem .	Independently identifies the beginning, middle, and end structure of the story including steps characters use to solve problems .	Independently describes the overall structure of a story , including how the beginning introduces the story and the ending concludes the action .
2 Partially Proficient	Independently identifies the beginning of a story.	Independently identifies the beginning structure of a story including major characters, settings, and problems.	Identifies the beginning and middle structure of a story, including the solution to the problem.	Independently identifies the beginning, middle, and end structure of the story including steps characters use to solve problems.
1 Minimally Proficient	Unable to identify the beginning of a story.	Unable to identify the beginning structure of a story including major characters, settings, and problems.	Unable to identify the beginning and middle structure of a story, including the solution to the problem.	Unable to identify the beginning, middle, and end structure of the story including steps characters use to solve problems.

Assessment: Whole group and targeted instruction anecdotal records, myBook activities and assessments.

Reading Comprehension

2. RL.9/2.RI.9 Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures and two texts on the same topic.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Identifies how authors or cultures impact characters and settings within a story.	Compares and contrasts the characters and settings from 2 or more versions of the same text with teacher support.	Independently compares and contrasts the characters and settings from 2 or more versions of the same text.	Independently compares and contrasts the themes, settings, and plots of stories by the same author and similar characters.
3 Proficient	Identifies how setting, characters, and their actions are the same or different in each story.	Compares and contrasts the characters and settings from 2 or more versions of the same text with teacher support.	Independently identifies how authors or cultures impact characters and settings within a story.	Independently compares and contrasts the characters and settings from 2 or more versions of the same text.
2 Partially Proficient	Identifies how setting, characters, and their actions are the same or different in each story with teacher support.	Compares and contrasts the characters and settings from 2 or more versions of the same text with teacher support.	Identifies how authors or cultures impact characters and settings within a story with teacher support.	Identifies how authors or cultures impact characters and settings within a story with teacher support.
1 Minimally Proficient	Unable to identify the setting and characters in each story with teacher support.	Unable to compare and contrast the characters and settings from 2 or more versions of the same text with teacher support.	Unable to identify how authors or cultures impact characters and settings within a story with teacher support.	Unable to identify how authors or cultures impact characters and settings within a story with teacher support.

Assessment: Whole group and targeted instruction anecdotal records, myBook activities and assessments.

HMH Priority Standards Pathways - Located in 2nd Grade SharePoint Report Card Folder

Reading Comprehension

2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Independently identifies main topics and key details from an assigned paragraph in the text.	Independently identifies and explains the main topic of multi-paragraph text and the paragraphs.	Independently identifies and explains the main topic of multi-paragraph text and the paragraphs within it in their own words.	Determines the main idea of a text; recounts and paraphrases the key details and explains how they support the main idea.
3 Proficient	Identifies a main topic and key details in a specific paragraph	Identifies a main topic and key details from two paragraphs in the text.	Identifies and explains the main topic of multi-paragraph text as well as individual paragraphs.	In their own words, explains the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2 Partially Proficient	Identifies a main topic and key details in a specific paragraph with teacher support.	Identifies a main topic and key details from two paragraphs in the text with teacher support.	Identifies and explains the main topic of multi-paragraph text and the paragraphs with teacher support.	Identifies and explains the main topic of multi-paragraph text and the paragraphs within it in their own words with teacher support.
1 Minimally Proficient	Unable to identify key details in a paragraph.	Unable to identify key details independently and/or identify the main topic in a paragraph with teacher support.	Unable to identify main topics and/or key details of specific paragraphs with teacher support.	Unable to identify and explain the main topic of multi-paragraph text and the paragraphs within it in their own words with teacher support.

Assessment: Whole group and targeted instruction anecdotal records, myBook activities and assessments.

HMH Priority Standards Pathways - Located in 2nd Grade SharePoint Report Card Folder

Reading Comprehension

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Explains the main purpose and author's purpose of a text.	Independently identifies the main purpose and the author's purpose with teacher support to find evidence from the text.	Independently identifies the main purpose of a text and the author's purpose and provides support from the text.	Identifies multiple author's purposes within one text with support from the text.
3 Proficient	Independently identifies the three purposes of a text. (persuade, inform, and entertain).	Identifies the main purpose and author's purpose of a text.	Independently identifies the main purpose and the author's purpose with teacher support to find evidence from the text.	Independently identifies the main purpose and the author's purpose and provides support from the text.
2 Partially Proficient	Defines the three purposes of a text (persuade, inform, and entertain) with teacher support.	Independently defines the three purposes of a text. (persuade, inform, and entertain).	Identifies the main purpose and author's purpose of a text.	Independently identifies the main purpose and the author's purpose with teacher support to find evidence from the text.
1 Minimally Proficient	Unable to define at least one of the three purposes of a text (persuade, inform, and entertain).	Unable to define the three purposes of a text (persuade, inform, and entertain) with teacher support.	Unable to define the three purposes of a text. (persuade, inform, and entertain) independently.	Unable to identify the main purpose and author's purpose of a text.

Assessment: Whole group and targeted instruction anecdotal records, myBook activities and assessments.

Writing

2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides a concluding statement 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies reasons to support the opinion uses linking words to connect opinion and reasons provides a concluding statement 	Independently writes a multi-paragraph opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies reasons to support the opinion uses linking words to connect opinion and reasons provides a concluding statement
3 Proficient	Writes an opinion piece with teacher support that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides conclusion 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides no conclusion 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides a concluding statement 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies reasons to support the opinion uses linking words to connect opinion and reasons provides a concluding statement
2 Partially Proficient	Writes an opinion piece with teacher support that: <ul style="list-style-type: none"> states an opinion supplies limited reasons to support the opinion lacks organization 	Writes an opinion piece with teacher support that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides conclusion 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides no conclusion 	Independently writes an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides a concluding statement
1 Minimally Proficient	Unable to write an opinion piece with teacher support that: <ul style="list-style-type: none"> states an opinion supplies limited reasons to support the opinion lacks organization 	Unable to write an opinion piece with teacher support that: <ul style="list-style-type: none"> states an opinion supplies limited reasons to support the opinion lacks organization 	Unable to write an opinion piece with teacher support that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides conclusion 	Unable to write an opinion piece that: <ul style="list-style-type: none"> introduces the topic or book states an opinion supplies limited reasons to support the opinion provides no conclusion

Assessment: See Opinion Rubric HMH Writing Teacher Edition Resources

Writing

2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Writes an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement 	Independently writes an informative/explanatory text which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • provides concluding statement 	Independently writes an informative/explanatory text which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement 	Independently writes multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> • Write an introductory paragraph for a topic and group related information together • Develop a paragraph with facts, definitions, and details. • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Write a concluding paragraph.
3 Proficient	Writes an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • provides concluding statement 	Writes an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement 	Independently writes an informative/explanatory text which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement 	Independently writes an informative/explanatory text which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement
2 Partially Proficient	Writes an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic 	Writes an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic 	Writes an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic 	Independently writes an informative/explanatory text which: <ul style="list-style-type: none"> • introduces the topic

	<ul style="list-style-type: none"> • uses facts and definitions to develop points • provides concluding statement • lacks organization 	<ul style="list-style-type: none"> • uses facts and definitions to develop points • provides concluding statement 	<ul style="list-style-type: none"> • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement 	<ul style="list-style-type: none"> • uses facts and definitions to develop points • provides concluding statement
1 Minimally Proficient	Unable to write an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • lacks facts and definitions to develop points • missing concluding statement • lacks organization 	Unable to write an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • provides concluding statement • lacks organization 	Unable to write an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • provides concluding statement 	Unable to write an informative/explanatory text with teacher support which: <ul style="list-style-type: none"> • introduces the topic • uses facts and definitions to develop points • uses linking words to connect ideas • provides concluding statement
Assessment: See Opinion Rubric HMH Writing Teacher Edition Resources HMH Priority Standards Pathways - Located in 2nd Grade SharePoint Report Card Folder				

Writing

2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Independently writes a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • a well-elaborated event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • sense of closure 	Independently writes a multi-paragraph narrative that includes: <ul style="list-style-type: none"> • introductory paragraph • well-elaborated events or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • uses dialogue • conclusion paragraph
3 Proficient	Writes a narrative with teacher support that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • lacks sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • lacks sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • a well-elaborated event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • sense of closure
2 Partially Proficient	Writes a narrative with teacher support that includes: <ul style="list-style-type: none"> • an event or short sequence of events • lacks details to describe actions, thoughts, and feelings • temporal words to signal event order • lacks sense of closure 	Writes a narrative with teacher support that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • lacks sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • lacks sense of closure 	Independently writes a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • temporal words to signal event order • sense of closure

1 Minimally Proficient	Unable to write a narrative with teacher support that includes: <ul style="list-style-type: none"> • an event or short sequence of events • lacks details to describe actions, thoughts, and feelings • may use temporal words to signal event order • no sense of closure 	Unable to write a narrative with teacher support that includes: <ul style="list-style-type: none"> • an event or short sequence of events • lacks details to describe actions, thoughts, and feelings • may include temporal words to signal event order • sense of closure 	Unable to write a narrative with teacher support that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • may include temporal words to signal event order • sense of closure 	Unable to independently write a narrative that includes: <ul style="list-style-type: none"> • an event or short sequence of events • details to describe actions, thoughts, and feelings • may include temporal words to signal event order • lacks sense of closure
Assessment: See Opinion Rubric HMH Writing Teacher Edition Resources HMH Priority Standards Pathways - Located in 2nd Grade SharePoint Report Card Folder				

Speaking and Listening

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Tells a story or describes an experience using details and complete sentences while demonstrating appropriate volume and prosody for the audience.	Tells a story or describes an experience using details and complete sentences while demonstrating appropriate volume and prosody for the audience.	Consistently and independently tells a story or describes an experience using details and complete sentences while demonstrating appropriate volume and prosody for the audience.	Consistently and independently tells a story or describes an experience using relevant details and complete sentences while demonstrating appropriate volume, pace, and prosody for the audience.
3 Proficient	With teacher support , tells a story or describes an experience using basic details and some complete sentences while demonstrating appropriate volume and prosody for the audience.	With some prompting , tells a story or describes an experience using basic details and complete sentences while demonstrating appropriate volume and prosody for the audience.	Generally , tells a story or describes an experience independently using necessary details and complete sentences while demonstrating appropriate volume and prosody for the audience.	Consistently tells a story or describes an experience independently using necessary details and complete sentences while demonstrating appropriate volume and prosody for the audience.
2 Partially Proficient	With teacher support , tells a story or describes an experience using minimal details and some complete sentences with or without demonstrating appropriate volume and prosody for the audience.	With teacher support , tells a story or describes an experience using basic details and some complete sentences while demonstrating appropriate volume and prosody for the audience.	With some prompting , tells a story or describes an experience using basic details and complete sentences while demonstrating appropriate volume and prosody for the audience.	Usually tells a story or describes an experience independently using necessary details and complete sentences while demonstrating appropriate volume and prosody for the audience.
1 Minimally Proficient	Unable to tell a story or describe an experience using details and incomplete sentences with or without demonstrating appropriate volume and prosody for the audience with teacher support.	Unable to tell a story or describe an experience using details and complete sentences while demonstrating appropriate volume and prosody for the audience with teacher support.	Unable to tell a story or describe an experience using details and complete sentences while demonstrating appropriate volume and prosody for the audience with teacher support.	Unable to tell a story or describe an experience using details and complete sentences while demonstrating appropriate volume and prosody for the audience with some prompting.

Assessment:

Listen during whole class and small group discussions.

Language

2.L.1 a-f Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
- g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
- h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
- i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
- j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Constantly demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. e. Use adjectives and adverbs, and choose between them	Consistently demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions.	Independently and consistently demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections g. Produce, expand, and rearrange complete simple and compound sentences using frequently	Independently and consistently demonstrates the command of the conventions of Standard English: a. Explain the functions of nouns, pronouns, verbs, adjectives and adverbs b. Form and use regular and irregular plural nouns c. Use abstract nouns d. Form and use regular and irregular verbs e. Form and use simple verb tenses f. Ensure subject-verb and pronoun-antecedent agreement g. Form and use comparative and superlative adjectives and adverbs h. Use coordinating and subordinating conjunctions i. Produce simple, compound, and complex sentences.

		h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.	<p>occurring conjunctions.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.</p>	j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure
<p>3</p> <p>Proficient</p>	<p>Demonstrates knowledge of the conventions of Standard English grammar and usage when writing or speaking with teacher support.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Demonstrates knowledge of the conventions of Standard English grammar and usage when writing or speaking with some teacher support.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea,</p>	<p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea,</p>

			supporting details, and a conclusion.	supporting details, and a conclusion. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure
2 Partially Proficient	Inconsistently demonstrates knowledge of the conventions of Standard English grammar and usage when writing or speaking with teacher support. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.	Inconsistently demonstrates knowledge of the conventions of Standard English grammar and usage when writing or speaking with teacher support. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions. h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.	Inconsistently demonstrates command of the conventions of Standard English grammar and usage when writing or speaking with some teacher support. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions. h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.	Inconsistently demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions. h. Identify and use declarative, interrogative, imperative, and exclamatory sentences. i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion. j. Write one or more paragraphs that explain a main idea within a

				topic and support it with details and conclusions/closure
1 Minimally Proficient	<p>Unable to demonstrate knowledge of the conventions of Standard English grammar and usage when writing or speaking with teacher support.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences..</p>	<p>Unable to demonstrate knowledge of the conventions of Standard English grammar and usage when writing or speaking with teacher support.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Unable to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking with teacher support.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Unable to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking with teacher support.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns.</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions.</p> <p>h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.</p> <p>i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.</p> <p>j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure</p>

Language

2.L.2 a-e

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Independently and consistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing with teacher support.</p> <ul style="list-style-type: none"> ❖ Capitalize holidays, product names, and geographic names. ❖ Use commas in greetings and closings of letters. ❖ Use an apostrophe to form contractions and frequently occurring possessives. ❖ Generalize learned spelling patterns when writing words 	<p>Independently and consistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ❖ Capitalize holidays, product names, and geographic names. ❖ Use commas in greetings and closings of letters. ❖ Use an apostrophe to form contractions and frequently occurring possessives. ❖ Generalize learned spelling patterns when writing words ❖ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Independently and consistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ❖ Capitalize appropriate words in titles ❖ Use commas in addresses. ❖ Use commas and quotation marks in dialogue. ❖ Form and use possessives. 	<p>Independently and consistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ❖ Capitalize appropriate words in titles ❖ Use commas in addresses. ❖ Use commas and quotation marks in dialogue. ❖ Form and use possessives.

3 Proficient	<p>With support demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing with teacher support.</p> <ul style="list-style-type: none"> ❖ Capitalize holidays, product names, and geographic names. ❖ Use commas in greetings and closings of letters. ❖ Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 	<p>With reminders demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing with teacher support.</p> <ul style="list-style-type: none"> ❖ Capitalize holidays, product names, and geographic names. ❖ Use commas in greetings and closings of letters. ❖ Use an apostrophe to form contractions and frequently occurring possessives. ❖ Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 	<p>Independently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ❖ Capitalize holidays, product names, and geographic names. ❖ Use commas in greetings and closings of letters. ❖ Use an apostrophe to form contractions and frequently occurring possessives. ❖ Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). ❖ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Independently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ❖ Capitalize holidays, product names, and geographic names. ❖ Use commas in greetings and closings of letters. ❖ Use an apostrophe to form contractions and frequently occurring possessives. ❖ Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). ❖ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
2 Partially Proficient	<p>With support, inconsistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with teacher support.</p>	<p>With reminders, inconsistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with teacher support.</p>	<p>Inconsistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with teacher support.</p>	<p>Inconsistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with teacher support.</p>
1 Minimally Proficient	<p>Unable to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with</p>	<p>Unable to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with</p>	<p>Unable to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with</p>	<p>Unable to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing independently or with</p>

	teacher support.	teacher support.	teacher support.	teacher support.
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Language

2.L.4 a-e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	<p>Consistently applies strategies to determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 and higher reading and content.</p> <ul style="list-style-type: none"> ❖ Determine the meaning of the new word formed when a known affix is added to a known word ❖ Use a known root word as a clue to the meaning of an unknown word with the same root ❖ Use sentence-level context as a clue to the meaning of a word or phrases. ❖ Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and and phrases. ❖ Uses new words appropriately in writing and 	<p>Consistently applies strategies to determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 and higher reading and content.</p> <ul style="list-style-type: none"> ❖ Determine the meaning of the new word formed when a known affix is added to a known word ❖ Use a known root word as a clue to the meaning of an unknown word with the same root ❖ Use sentence-level context as a clue to the meaning of a word or phrases. ❖ Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and and phrases. ❖ Uses new words appropriately in writing and 	<p>Consistently applies strategies to determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 and higher reading and content.</p> <ul style="list-style-type: none"> ❖ Determine the meaning of the new word formed when a known affix is added to a known word ❖ Use a known root word as a clue to the meaning of an unknown word with the same root ❖ Use sentence-level context as a clue to the meaning of a word or phrases. ❖ Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and and phrases. ❖ Uses new words appropriately in writing and 	<p>Consistently applies strategies to determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 and higher reading and content.</p> <ul style="list-style-type: none"> ❖ Determine the meaning of the new word formed when a known affix is added to a known word ❖ Use a known root word as a clue to the meaning of an unknown word with the same root ❖ Use sentence-level context as a clue to the meaning of a word or phrases. ❖ Use print and digital glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and and phrases. ❖ Uses new words appropriately in writing and

	conversation.	conversation.	conversation.	conversation.
3 Proficient	<p>Applies taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in grade level text.</p> <p>Applies knowledge of taught affixes (s, es, ed, ing, er, est) and root words to determine the meaning of an unknown word.</p> <p>Generally uses sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Applies taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in grade level text.</p> <p>Applies knowledge of taught affixes (ful, ment, ness, less, able, en, ish, mis, un, non, dis, and trans) and root words to determine the meaning of an unknown word.</p> <p>Generally uses sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Applies taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in grade level text.</p> <p>Continues to knowledge of taught affixes and root words to determine the meaning of an unknown word.</p> <p>Generally uses sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Applies taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in grade level text.</p> <p>Continues to apply knowledge of taught affixes and root words to determine the meaning of an unknown word.</p> <p>Consistently uses sentence-level context as a clue to the meaning of a word or phrases.</p> <p>As needed, uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
2 Partially Proficient	<p>With reminders and support can:</p> <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes (s, es, ed, ing, er, est) and root words to determine the meaning of an unknown word. 	<p>With reminders and support can:</p> <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes (ful, ment, ness, less, able, en, ish, mis, un, non, dis, and trans) and root words to determine the meaning of an unknown word. 	<p>With reminders and support can:</p> <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes and root words to determine the meaning of an unknown word. ❖ use sentence-level context as a clue to the meaning of a word or phrases. 	<p>With reminders and support can:</p> <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes and root words to determine the meaning of an unknown word. ❖ use sentence-level context as a clue to the meaning of a word or phrases.

	<ul style="list-style-type: none"> ❖ use sentence-level context as a clue to the meaning of a word or phrases. ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> ❖ use sentence-level context as a clue to the meaning of a word or phrases. ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
1 Minimally Proficient	With reminders and support unable to: <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes (s, es, ed, ing, er, est) and root words to determine the meaning of an unknown word. ❖ use sentence-level context as a clue to the meaning of a word or phrases. ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	With reminders and support unable to: <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes (s, es, ed, ing, er, est) and root words to determine the meaning of an unknown word. ❖ use sentence-level context as a clue to the meaning of a word or phrases. ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	With reminders and support unable to: <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes (s, es, ed, ing, er, est) and root words to determine the meaning of an unknown word. ❖ use sentence-level context as a clue to the meaning of a word or phrases. ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	With reminders and support unable to: <ul style="list-style-type: none"> ❖ apply taught morphology strategies to the meaning of unknown and multiple-meaning words and phrases in on and below grade level text. ❖ apply knowledge of taught affixes (s, es, ed, ing, er, est) and root words to determine the meaning of an unknown word. ❖ use sentence-level context as a clue to the meaning of a word or phrases. ❖ use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

