

Strand	Standard
Reading Literature	<a href="#">1</a> , <a href="#">3</a> , <a href="#">7</a> , <a href="#">9</a>
Reading Informational	<a href="#">10</a> , <a href="#">11</a> , <a href="#">16</a> , <a href="#">19</a>
Reading Foundations	<a href="#">20</a> , <a href="#">21</a>
Writing	<a href="#">22</a> , <a href="#">23</a> , <a href="#">24</a>
Speaking and Listening	<a href="#">29</a>
Language	<a href="#">36</a>

Grade: 2		
Strand: Reading: Literature: Key Ideas and Details		
Standard: CCRS 2.1 {RL 2.1}		
Score 3  ALL level 2 skills	The student will: Ask & answer questions such questions as <i>who, what, where, when, why and how</i> to demonstrate understanding of key details in a text a. Infer the main idea and supporting details in narrative texts. (Alabama)	Sample Activities:
Score 2  (2+) = 6-7 skills  (2) = 3-5 skills  (2-) = 1-2 skills	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>Ask, answer, question, demonstrate, key, details, text, infer, main idea, supporting, narrative, identify,</li> </ul> The student will perform 1 to 7 of these basic processes independently & consistently, <ul style="list-style-type: none"> <li>Ask questions about important/key details (using who, what, where, when, how, why)</li> <li>Answer questions about important/key details using who, what, where, when, how, why</li> <li>Identify main idea</li> <li>Identify supporting details</li> <li>Refer to the text to answer questions</li> <li>Refer to the text to make inferences</li> <li>Identify key details</li> <li>Answer/discuss questions about key details in their own words (writing and speaking)</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading: Literature: Key Ideas and Details		
Standard: <a href="#">Standard: CCRS 2.3 {RL 2.3}</a> CCRS 2.3 {RL 2.3}		
Score 3  ALL level 2 skills	The student will:  Describe how characters in a story respond to major events and challenges.	Sample Activities:
Score 2  <b>(2+)</b> = 5 skills  <b>(2)</b> = 2-4 skills  <b>(2-)</b> = 1 skill	The student will recognize or recall specific vocabulary <ul style="list-style-type: none"> <li>• Characters, respond, challenge, describe, major events, faced, reactions, recognize, perspective, culture, traits,</li> </ul> The student will perform 1 to 5 basic processes independently & consistently, <ul style="list-style-type: none"> <li>• Describe characters</li> <li>• Identify major events in a story</li> <li>• Identify challenges faced by characters</li> <li>• Describe how characters respond to events and challenges in a story</li> <li>• Describe how characters change based on events and challenges in a story</li> <li>• Write and discuss to demonstrate how characters perspective changes (consequences of actions)</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading: Informational Text: Key Ideas and Details		
Standard: CCRS 2.10 {RI 2.1}		
Score 3  ALL level 2 skills	The student will:  Ask and answer questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Sample Activities:
Score 2  (2+) = 6-7 skills  (2) = 3-5 skills  (2-) = 1-2 skills	The student will recognize or recall specific vocabulary: Demonstrate, informational, text, proficiently, key details, question, meaningful, explicitly, implicitly The student will perform 1 to 7 of these basic processes independently & consistently, <ul style="list-style-type: none"> <li>● Ask questions about important/key details (using who, what, where, when, how, why)</li> <li>● Answer questions about important/key details using who, what, where, when, how, why)</li> <li>● Identify main idea</li> <li>● Identify supporting details</li> <li>● Refer to the text to answer questions</li> <li>● Refer to the text to make inferences</li> <li>● Identify key details</li> <li>● Answer/discuss questions about key details in their own words (writing and speaking)</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading Informational Text: Key Ideas and Details		
Standard: CCRS 2.11 {RI.2.2}		
Score 3  ALL level 2 skills	The student will:  Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Sample Activities:
Score 2  (2+) = 3 skills  (2) = 2 skills  (2-) = 1 skill	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>• Paragraph, multi-paragraph, focus, main topic, main idea, techniques,</li> </ul> The student will perform 1 to 3 of these basic processes independently & consistently, <ul style="list-style-type: none"> <li>• Identify main topic of multi-paragraph text</li> <li>• Identify the main idea of each paragraph of a multi-paragraph text</li> <li>• Explain the relationship between the focus (main idea) of each paragraph and the main topic of the text</li> <li>• Write and discuss to apply these concepts using a variety of informational text</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Writing: Text Types and Purposes		
Standard: CCRS 2.22 {W. 2.1}		
Score 3  ALL level 2 skills	The student will: 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. a. Write free verse poetry to express ideas. (Alabama)	Sample Activities:
Score 2  (2+) = 5 skills  (2) = 2-4 skills  (2-) = 1 skill	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>opinion piece, introduce the topic, state an opinion, support the opinion, linking words, concluding statement or section</li> </ul> The student will perform 1 to 5 of these basic processes independently & consistently, <ul style="list-style-type: none"> <li>identify qualities of opinion pieces</li> <li>select a topic for original writing</li> <li>form an opinion about the topic</li> <li>supply reasons to support the opinion</li> <li>use linking words to connect opinions and reasons</li> <li>write with a predictable structure (introduction with statement of topic and opinion, reasons to support, and concluding statement or section)</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Writing: Text Types and Purposes		
Standard: CCRS 2.23 {W. 2.2}		
Score 3  ALL level 2 skills	<p>The student will:</p> <p>Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	Sample Activities:
<p>Score 2</p> <p><b>(2+)</b> = 5-6 skills</p> <p><b>(2)</b> = 3-4 skills</p> <p><b>(2-)</b> = 1-2 skills</p>	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <li>● Informative, explanatory, concluding statement, develop points, facts, section, author's purpose</li> </ul> <p>The student will perform 1 to 6 of these basic processes independently &amp; consistently,</p> <ul style="list-style-type: none"> <li>● Introduce topic</li> <li>● Use and convey facts and definitions to develop points</li> <li>● Provide a concluding statement or section</li> <li>● Write informative or explanatory text about a topic</li> <li>● Identify the qualities of informative/explanatory text</li> <li>● Select a topic for original writing</li> <li>● Provide information that teaches the reader about a topic</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Writing: Text Types and Purposes		
Standard: CCRS 2.24 {W. 2.3}		
Score 3  ALL level 2 skills	<p>The student will:</p> <p>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.</p>	Sample Activities:
<p>Score 2</p> <p><b>(2+)</b> = 5 skills</p> <p><b>(2)</b> = 2-4 skills</p> <p><b>(2-)</b> = 1 skill</p>	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <li>● Sequence of events, describe, temporal, signal, event, sense, closure, narrative, elaboration, details, convey</li> </ul> <p>The student will perform 1 to 5 of these basic processes independently &amp; consistently,</p> <ul style="list-style-type: none"> <li>● Recount a well elaborated event</li> <li>● Use short sequence of events</li> <li>● Use temporal/signal/transition words to signal event order</li> <li>● Use details to describe actions, thoughts, and feelings</li> <li>● Provide a sense of closure</li> <li>● Write a narrative to convey an experience or event</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	



Grade: 2		
Strand: Reading Foundational Skills: Phonics and Word Recognition		
Standard: CCRS RF2.20 {RF.23}		
Score 3  ALL level 2 skills	<p>The student will: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>Decode words with common prefixes and suffixes.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>	Sample Activities:
Score 2  (2+) = 5-6 skills  (2) = 3-4 skills  (2-) = 1-2 skills	<p>The student will recognize or recall specific vocabulary: grade-level phonics and word analysis skills, decoding words, spelling-sound correspondence, vowel combinations, common prefixes and suffixes, inconsistent but common</p> <p>The student will perform 1 to 6 of these basic processes independently &amp; consistently,</p> <ul style="list-style-type: none"> <li>differentiate between long and short vowels in regularly spelled one-syllable words</li> <li>recognize and read common vowel teams in words</li> <li>read regularly spelled two-syllable words</li> <li>decode two-syllable words by following basic patterns and breaking the words into syllables</li> <li>read words with common prefixes and suffixes</li> <li>read and comprehend words that look the same but sound different and comprehend words that sound the same but look different</li> <li>read second grade-appropriate irregularly spelled words</li> </ul>	<p>Sample Activities:</p> <p>If students are not proficient in this area, assess his/her phonological and phonemic awareness. Check with your reading specialist for resources.</p> <p>Morphology progression and BM</p> <p>Accuracy passages, some writing application, weekly assessments, on-going sight word lists, (absolutely no end of the year sit down and drill sight words), level text, decodable text, transitional text, etc.</p>
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading Foundational Skills: Fluency		
Standard: CCRS 2.21 {RF.2.4}		
Score 3  ALL level 2 skills	<p>The student will: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	Sample Activities:
Score 2  (2+) = 4 skills  (2) = 2-3 skills  (2-) = 1 skill	<p>The student will recognize or recall specific vocabulary: Fluency, grade-level text, appropriate rate on <b>successive readings</b></p> <p>The student will perform 1 to 4 of these basic processes independently &amp; consistently,</p> <ul style="list-style-type: none"> <li>read with purpose and understanding</li> <li>read orally with accuracy</li> <li>read orally at an appropriate rate</li> <li>ready orally with expression</li> <li>use context to aid in word recognition</li> </ul>	<p>Sample Activities:</p> <p>BM assessments, small group, progress monitoring, opportunities for oral reading, etc.</p>
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading Literature: Integration of Knowledge and Ideas		
Standard: CCRS 2.7 {RL.2.7}		
Score 3 ALL level 2 skills	The student will: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (write and speak)	Sample Activities:
Score 2 <b>(2+)</b> = 5 skills <b>(2)</b> = 2-4 skills <b>(2-)</b> = 1skill	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>• Illustrations, characters, setting, plot, print text, digital text, demonstrate, techniques</li> </ul> The student will perform 1 to 5 of these basic processes independently & consistently, <ul style="list-style-type: none"> <li>• Use information gained from illustrations and text</li> <li>• Understand that words and illustrations of digital text communicate the author's intended message</li> <li>• Write or speak to describe characters using examples from the text</li> <li>• Write or speak to describe setting using examples from the text</li> <li>• Write or speak to describe plot using examples from the text</li> <li>• Use techniques for reading a digital text</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading Literature: Range of Reading and Level of Text Complexity		
Standard: CCRS 2.9 {RL 2.10}		
Score 3  ALL level 2 skills	The student will: By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Sample Activities:
Score 2  (2+) = 5-6 skills  (2) = 3-4 skills  (2-) = 1-2 skills	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>Comprehend, Literature, proficiently, complexity, poetry, scaffolding, actively engage</li> </ul> The student will perform 1 to 6 of these basic processes independently and consistently (write and or speak) <ul style="list-style-type: none"> <li>Make meaning from difficult stories and poetry</li> <li>Engage with and appreciate complex text</li> <li>Techniques for selecting interesting, motivating and appropriate text</li> <li>Techniques for engaging with and appreciating difficult text</li> <li>Actively engage in comprehending appropriately complex stories and poetry</li> <li>Comprehend 2nd grade text independently</li> <li>Collaborate about 2nd grade text</li> <li>Comprehend text at the high end of the grade 2-3 band with scaffolding as needed</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2		
Strand: Reading Informational: Integration of Knowledge and Ideas		
Standard: CCRS 2.16 {RI.2.7}		
Score 3  ALL level 2 skills	The student will: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (speak and write)	Sample Activities:
Score 2  <b>(2+) =</b>  <b>(2) =</b> 1-2 skills  <b>(2-) =</b>	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>• Specific images, contribute, clarify, diagram, vocabulary for other specific images, graphic aid</li> </ul> The student will perform 1 to 2 of these basic processes independently and consistently (speak and/or write) <ul style="list-style-type: none"> <li>• Use specific images to clarify a text</li> <li>• Explain how specific images clarify text</li> <li>• Explain how specific images contribute to a text</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2
Strand: Reading Informational: Range of Reading and Level of Text Complexity

Standard: CCRS 2.19 {RI.2.10}		
Score 3  ALL level 2 skills	The student will: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Sample Activities:
Score 2  (2+) = 5-6 skills  (2) = 3-4 skills  (2-) = 1-2 skills	The student will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <li>Comprehend, informational text, technical text, proficiently, complexity, scaffolding, history/social studies text, science text, actively engage</li> </ul> The student will perform 1 to 6 of these basic processes independently & consistently, <ul style="list-style-type: none"> <li>Make meaning from difficult informational complex text</li> <li>Techniques for selecting interesting, motivating and appropriate text</li> <li>Techniques for engaging with and appreciating difficult text</li> <li>Actively engage in comprehending appropriately complex informational text</li> <li>Comprehend 2nd grade text independently</li> <li>Collaborate about 2nd grade text</li> <li>Comprehend text at the high end of the grade 2-3 band with scaffolding as needed</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2

Strand: Speaking and Listening: Comprehension and Collaboration		
Standard: CCRS 2.29 {SL.2.1}		
Score 3  ALL level 2 skills	<p>The student will:</p> <p>Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	Sample Activities:
Score 2  (2+) = 7-8 skills  (2) = 4-6 skills  (2-) = 1-3 skills	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <li>● Participate, collaborative conversation, diverse partners, clarification, discussion, remarks, peers, link, respectful, attentive, converse, comments, topics, gain the floor, extend</li> </ul> <p>The student will perform 1 to 8 of these basic processes independently and consistently</p> <ul style="list-style-type: none"> <li>● Listens attentively to speaker(s)</li> <li>● Add to conversations about grade 2 topics and texts</li> <li>● Gain the floor in respectful ways</li> <li>● Take turns speaking</li> <li>● Link comments to the remarks of others</li> <li>● Converse with peers and adults in small and large groups</li> <li>● Ask clarifying questions</li> <li>● Ask for more information, if necessary</li> <li>● Follow agreed upon rules for discussion</li> </ul>	Sample Activities:
Score 1	With help, partial success at score 2.0 content and score 3.0 content	

Grade: 2
Strand: Language: Conventions of Standard English

