

## Literature and Informational Texts

Students who are working beyond the standard read at or above a level 34 and consistently exceed the end-of-year standard.

Term	Reads and comprehends a variety of grade level texts. RL.6 and RI.6; RL.7 and RI. 7; R.L. 9 and R.I. 9; R.L.10 and R.I.10
1	Reads and comprehends grade level fiction text. (Level 18-20) Makes logical predictions using picture and text clues. Makes text to self, text to text, and text to world connections.
2	Reads and comprehends grade level fiction and nonfiction text. (Level 20-24) Makes logical predictions using picture and text clues. Makes text to self, text to text, and text to world connections.
3	Reads and comprehends grade level fiction and nonfiction text. (Level 24-28) Makes logical predictions using picture and text clues. Makes text to self, text to text, and text to world connections. Compares and contrasts two or more versions of the same story or two texts on the same topic.
Term	Asks and answers questions to demonstrate understanding of key details in a text. RL.1 and RI.1; RL.3 and RI.3; RI.6
1	Asks and answers questions about story elements (character, setting, problem, and solution) using picture and text clues in grade level text. With prompting, determines an important event in a story and explains why it is important.
2	Asks and answers questions about story elements (character, setting, problem, and solution) using picture and text clues in grade level text. With prompting, determines an important event in a story and explains why it is important.  Asks and answers questions about non-fiction topics (Social Studies, Science, Math) using information from specific images (e.g. diagrams, maps, pictures) and text. <i>Also addressed in content areas.</i>

3	<p>Asks and answers questions about story elements (character, setting, problem, and solution) using picture and text clues in grade level text.</p> <p>Asks and answers questions about non-fiction topics (Social Studies, Science, Math) using information from specific images (e.g. diagrams, maps, pictures) and print. <i>Also addressed in content areas.</i></p> <p>With prompting, determines an important event in a story and explains why it is important.</p> <p>Identifies author's purpose, including what the author wants to answer, explain or describe.</p> <p>Asks and answers questions for research purpose.</p>
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Term	Retells a variety of texts. RL.2 and RI.2; R.L. 5
1	<p>Retells grade level stories using correct sequence of events.</p> <p>Includes important story elements (characters, setting, problem, solution) in a retelling.</p>
2	<p>Retells grade level stories using correct sequence of events using temporal words (in the beginning, then, next, etc.).</p> <p>Includes important story elements (characters, setting, problem, solution) in a retelling.</p> <p>Retells important ideas in a grade level informational text, including key details.</p>
3	<p>Retells a variety of grade level texts (stories, folktales, fables, fairytales) using temporal words (in the beginning, then, next, etc.).</p> <p>Includes important story elements (characters, setting, problem, solution) in a retelling.</p> <p>Retells important ideas in a grade level informational text, including key details.</p>

Term	<p style="text-align: center;">Knows and uses nonfiction text features to locate key information. R.I.T.5 A rating of "4" is not available for this standard.</p>
1	N/A
2	<p>Identifies the following nonfiction text features: diagram, glossary, index, subheadings, chart, close-up, captions, and bold print. Uses nonfiction text features to locate key information with increasing independence.</p>
3	<p>Identifies and explains the purpose of the following nonfiction text features: diagram, glossary, index, subheadings, chart, close-up, captions, and bold print. Uses nonfiction text features to locate key facts or information in a text efficiently.</p>

Term	<p style="text-align: center;">Identifies central topic or message. RL.2 and RI. 2</p>
1	With support, identifies the message, lesson, or moral in grade level stories.
2	<p>Identifies the message, lesson, or moral in grade level stories. Identifies the main topic of a multi-paragraph grade level text.</p>
3	<p>Identifies the message, lesson, or moral in grade level stories, including folktales, fables, and fairytales. Identifies the main topic of a multi-paragraph grade level text as well as the focus of specific paragraphs within the text.</p>

## Foundational Skills

Term	Knows and applies grade level phonics and word analysis skills RFS.2a, 2b, 2c, and 2d
1	Reads words with short and long vowel patterns (silent e, ai, ay, ee, ea, oa, ui). Reads words with other common vowel combinations (oi, oy, oo, au, aw, ew). Reads words with r-controlled vowels (ar, er, ir, or, ur).
2	Reads words with short and long vowel patterns, other common vowel combinations, and r-controlled vowels. Reads two-syllable words (open and closed syllables).
3	Reads words with short and long vowel patterns, other common vowel combinations, and r-controlled vowels. Reads two-syllable words (open and closed syllables). Reads words with common prefixes and suffixes (e.g. re, un, ful, less).

Term	Reads orally with accuracy and fluency. RFS.4b and 4c
1	Reads grade level text with accuracy, appropriate rate (60 - 65 wpm), and expression. Uses a variety of word-solving strategies. Uses context to confirm or self-correct word recognition. Reads with phrasing, attention to punctuation, and expression.
2	Reads grade level text with accuracy, appropriate rate (75-85 wpm), and expression. Uses a variety of word-solving strategies with increasing efficiency and independence. Uses context to confirm or self-correct word recognition. Reads with phrasing, attention to punctuation, and expression.
3	Reads grade level text with accuracy, appropriate rate, (85+ wpm) and expression. Reads 95-100% of grade 2 high frequency words in isolation and in context. Uses a variety of word-solving strategies, efficiently and independently. Uses context to confirm or self-correct word recognition. Reads with phrasing, attention to punctuation, and expression.

- Use reading rates as a guideline. If a student reads slightly below these guidelines, but reads with appropriate phrasing and attention to punctuation, they may still meet the standard.

## Writing

Term	Writes narratives to develop experiences W.3
1	Writes stories with a clear beginning, middle, and end, using temporal words. Includes details to describe actions, thoughts, and feelings. Uses a variety of words and sentences.
2	N/A
3	Writes stories with a clear beginning, middle, and end, using temporal words <b>and phrases</b> . Includes details to describe actions, thoughts, and feelings. Uses a variety of words and sentences. <b>Attempts to use dialogue (does not need to use quotation marks).</b> <b>Provides a sense of closure.</b>
Term	Writes opinions to support a point of view. W.1
1	N/A
2	States an opinion and supplies reasons that support the opinion. Uses linking words to connect opinions and reasons. Uses a variety of words and sentences. Provides a concluding statement or section.
3	N/A
Term	Writes informative/explanatory texts to convey information. W.2, W.7, and W.8
1	N/A

Term	Writes informative/explanatory texts to convey information. W.2, W.7, and W.8
2	N/A
3	<p>Introduces a topic.</p> <p>Uses facts and definitions to develop ideas.</p> <p>Uses a variety of words and sentences.</p> <p>Provides a concluding statement or section.</p> <p>Participates in shared research experiences.</p> <p>Gathers information from provided sources.</p>

Term	Begins to revise and edit.* W.5
1	<p>With support, revises for clarity.</p> <p>With support, revises for word choice and sentence fluency.</p> <p>With support, uses an editing checklist.</p>
2	<p>With increasing independence, revises for clarity and begins to add details.</p> <p>With support, revises for word choice and sentence fluency.</p> <p>With increasing independence, uses an editing checklist.</p>
3	<p>With prompting, revises for clarity and adds details.</p> <p>With increasing independence, revises for word choice and sentence fluency.</p> <p>With prompting, uses an editing checklist.</p>

\*Students who consistently revise and edit independently can receive a grade of “4”.

## Speaking and Listening

Term	Participates in collaborative discussions. SL.1 A rating of "4" is not available for this standard.
1	Follows rules for discussions (e.g. taking turns, raising hand). Listens actively.
2	Follows rules for discussions. Listens actively. Links comments to the remarks of others.
3	Follows rules for discussions. Listens actively. Links comments to the remarks of others.

Term	Asks and answers questions to seek help, get information, or deepen understanding SL.3 A rating of "4" is not available for this standard.
1	Asks for clarification and further explanation when needed. Answers questions posed by others.
2	Asks for clarification and further explanation when needed. Answers questions posed by others.
3	Asks for clarification and further explanation when needed. Answers questions posed by others.

Term	Speaks audibly and expresses thoughts, feelings, and ideas clearly. SL.2, SL.4, and SL.6 <i>A rating of "4" is not available for this standard.</i>
1	Speaks audibly, clearly, and coherently. Uses complete sentences when appropriate.
2	Speaks audibly, clearly, and coherently. Uses complete sentences when appropriate.
3	Speaks audibly, clearly, and coherently. Uses complete sentences when appropriate.

### Language

Term	Uses learned spelling patterns and high frequency words in daily writing. L.2d and 2e
1	Spells words with short vowels, initial and final blends and digraphs, and silent e. Spells 55% of grade level high frequency words correctly. Uses word wall resources to check and correct spelling.
2	Spells words with short vowels, initial and final blends and digraphs, silent e, and begins to use other long vowel patterns (e.g. ai, ay, ee, ea, oa, igh). Spells 75% of grade level high frequency words correctly. Uses word wall resources and other environmental print to check and correct spelling.
3	Spells words with short vowels, initial and final blends and digraphs, silent e. Uses other long vowel patterns (e.g. ai, ay, ee, ea, oa, igh), vowel combinations (ow, ou, aw, au, oi, oy, oo) and r-controlled vowels, with increasing accuracy. Spells 95% of grade level high frequency words correctly. Uses reference materials (dictionary, glossary, word wall) to check and correct spelling.



Term	Uses grade level grammar, punctuation, and capitalization in daily writing.* L.1 and L.2a, 2b, 2c
1	<p>Uses pronouns and verb tenses correctly, some of the time.</p> <p>Uses end punctuation correctly, some of the time.</p> <p>Uses capital letters for first word in a sentence and people's names, some of the time.</p> <p>Uses commas in dates, and after greetings and closings of letters, some of the time.</p>
2	<p>Uses pronouns and verb tenses correctly, most of the time.</p> <p>Uses end punctuation correctly, most of the time.</p> <p>Uses capital letters for first word in a sentence and people's names, most of the time.</p> <p>Uses commas in dates, and after greetings and closings of letters, most of the time.</p> <p>Uses an apostrophe in contractions and possessives, most of the time.</p>
3	<p>Uses pronouns and verb tenses correctly, most of the time.</p> <p>Uses frequently occurring irregular pronouns (e.g. feet, children, teeth, mice, men).</p> <p>Uses end punctuation correctly, most of the time.</p> <p>Uses commas in lists, dates, and after greetings and closings of letters, most of the time.</p> <p>Uses capital letters for first word in a sentence and proper nouns (e.g. people, holidays, product names, geographic names), most of the time.</p> <p>Uses an apostrophe in contractions and possessives, most of the time.</p>

\*As the year progresses, students should use these conventions with increasing accuracy and independence.

Term	Writes legibly.
1	<p>Most letters are formed correctly.            Correct spacing between words most of the time.            Words are placed correctly on the line most of the time.</p>
2	<p>Letters are formed correctly.            Correct spacing between words most of the time.            Words are placed correctly on the line most of the time.</p>
3	<p>Letters are formed correctly.            Correct spacing between words.            Words are placed correctly on the line.</p>

Term	Understands and uses grade-level vocabulary. RL.4; RI.4; L.4, L.5, L.6
1	<p>Uses sentence level context as a clue to the meaning of a word or phrase.            Uses knowledge of the meaning of individual words to predict the meaning of compound words.            Understands and uses grade level vocabulary.</p>
2	<p>Uses sentence level context as a clue to the meaning of a word or phrase.            Uses knowledge of the meaning of individual words to predict the meaning of compound words.            Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify word meanings.            Understands and uses grade level vocabulary.</p>
3	<p>Uses sentence level context as a clue to the meaning of a word or phrase.            Uses knowledge of the meaning of individual words to predict the meaning of compound words.            Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify word meanings.            Uses common prefixes, inflectional endings, and root words to determine the meaning of new words.            Understands and uses grade level vocabulary.</p>