

Learning Progressions

GRADE
2

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 2

STANDARD

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify key details	<input type="checkbox"/> Ask questions about key details in a text, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How <input type="checkbox"/> Answer questions about key details in a text, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How 	<input type="checkbox"/> Demonstrate understanding of key details in a text by asking and answering questions <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when answering questions

STANDARD

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Recount stories	<input type="checkbox"/> Recount fables from diverse cultures <input type="checkbox"/> Recount folktales from diverse cultures	<input type="checkbox"/> Demonstrate understanding of the central message, lesson, or moral in: <ul style="list-style-type: none"> <input type="checkbox"/> Stories from diverse cultures <input type="checkbox"/> Fables from diverse cultures <input type="checkbox"/> Folktales from diverse cultures <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Recount myths from diverse cultures <input type="checkbox"/> Determine central message, lesson, or moral <input type="checkbox"/> Explain how it is conveyed through key details in the text

STANDARD

RL.2.3 Describe how characters in a story respond to major events and challenges.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Describe characters in a story	<input type="checkbox"/> Identify major events <input type="checkbox"/> Identify challenges	<input type="checkbox"/> Describe how characters in a story respond to major events <input type="checkbox"/> Describe how characters in a story respond to challenges <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Explain how the characters' actions contribute to the sequence of events

STANDARD

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify words that supply rhythm in a story, poem, or song <input type="checkbox"/> Identify phrases that supply rhythm in a story, poem, or song 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how words supply rhythm in a story, poem, or song <input type="checkbox"/> Describe how phrases supply rhythm in a story, poem, or song <input type="checkbox"/> Identify words that supply meaning in a story, poem, or song <input type="checkbox"/> Identify phrases that supply meaning in a story, poem, or song 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how words supply meaning in a story, poem, or song <input type="checkbox"/> Describe how phrases supply meaning in a story, poem, or song <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Identify words that impact the meaning in a text <input type="checkbox"/> Determine the meaning of words as they are used in a text <input type="checkbox"/> Determine the meaning of phrases as they are used in a text

STANDARD

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the overall structure of a story	<input type="checkbox"/> Describe the overall structure of a story	<input type="checkbox"/> Describe how the beginning introduces the story <input type="checkbox"/> Describe how events unfold in the middle <input type="checkbox"/> Describe how the ending concludes the action <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using such terms as: <ul style="list-style-type: none"> <input type="checkbox"/> Chapter <input type="checkbox"/> Scene <input type="checkbox"/> Stanza <input type="checkbox"/> Describes how each successive part builds on earlier sections

STANDARD

RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the points of view of characters	<input type="checkbox"/> Distinguish differences in the points of view of characters	<input type="checkbox"/> Speak in a different voice for each character when reading dialogue aloud <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Distinguish their own point of view from that of the narrator or those of the characters

STANDARD

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify information from the illustrations in a print or digital text that tell more about the characters, setting, or plot <input type="checkbox"/> Identify information gained from the words in a print or digital text that tell more about the characters, setting, or plot 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine how the information from illustrations in a print or digital text tell more about the characters, setting, or plot <input type="checkbox"/> Determine how information from the words in a print or digital text tell more about the characters, setting, or plot 	<ul style="list-style-type: none"> <input type="checkbox"/> Use information gained from the illustrations in a print or digital text to demonstrate understanding of its characters, setting, or plot <input type="checkbox"/> Use information gained from the words in a print or digital text to demonstrate understanding of its characters, setting, or plot <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

STANDARD

RL.2.8 Not applicable in literature.

STANDARD

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of the original source/story 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare two or more versions of the same story by different authors or from different cultures 	<ul style="list-style-type: none"> <input type="checkbox"/> Contrast two or more versions of the same story by different authors or from different cultures <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Compares the themes of stories written by the same author about the same or similar characters <input type="checkbox"/> Compares the settings of stories written by the same author about the same or similar characters <input type="checkbox"/> Compares the plots of stories written by the same author about the same or similar characters <input type="checkbox"/> Contrasts the themes of stories written by the same author about the same or similar characters <input type="checkbox"/> Contrasts the settings of stories written by the same author about the same or similar characters <input type="checkbox"/> Contrasts the plots of stories written by the same author about the same or similar characters

STANDARD

RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand literature within the 2-3 complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Proficiently read and understand literature within the 2-3 complexity band <input type="checkbox"/> Proficiently read and understand literature within the 2-3 complexity band for sustained periods of time 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently <input type="checkbox"/> Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time <input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature

Reading Informational Text – Grade 2

STANDARD

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify key details	<input type="checkbox"/> Asks questions about key details in a text, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How <input type="checkbox"/> Answers questions about key details in a text, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Who <input type="checkbox"/> What <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/> How 	<input type="checkbox"/> Demonstrate understanding of key details in a text by asking and answering questions <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when answering questions <input type="checkbox"/> Refer explicitly to the text as the basis for the answers, when asking questions

STANDARD

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the main topic of each paragraph within a multi-paragraph text	<input type="checkbox"/> Identify the main topic of a multi-paragraph text	<input type="checkbox"/> Identify the focus of specific paragraphs within the text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Determine the main idea of a text <input type="checkbox"/> Recount the key details of a text <input type="checkbox"/> Explain how the key details of a text support the main idea

STANDARD

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Beginning	Progressing	Applying	Extending
<p><input type="checkbox"/> Identify the series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p><input type="checkbox"/> Describe a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>	<p><input type="checkbox"/> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</p>	<p><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</p> <p><input type="checkbox"/> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p><input type="checkbox"/> When describing the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, use language that pertains to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Time <input type="checkbox"/> Sequence <input type="checkbox"/> Cause/effect

STANDARD

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify familiar and unfamiliar words in a text relevant to a grade 2 topic or subject area 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words in a text relevant to a grade 2 topic or subject area <input type="checkbox"/> Identify familiar and unfamiliar phrases in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of phrases in a text relevant to a grade 2 topic or subject area <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <input type="checkbox"/> Determine the meaning of general academic words in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific words in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Determine the meaning of general academic phrases in a text relevant to a grade 3 topic or subject area <input type="checkbox"/> Determine the meaning of domain-specific phrases in a text relevant to a grade 3 topic or subject area

STANDARD

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Know various text features in a text	<input type="checkbox"/> Use various text features to locate key facts or information in a text	<input type="checkbox"/> Efficiently use various text features to locate key facts or information in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Efficiently use text features to locate information relevant to a given topic <input type="checkbox"/> Efficiently use search tools to locate information relevant to a given topic

STANDARD

RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the author's purpose of a text	<input type="checkbox"/> Identify the author's main purpose of a text	<input type="checkbox"/> Identify the author's main purpose of a text <input type="checkbox"/> Include what the author wants to answer, explain, or describe <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Distinguish their own point of view from that of the author of a text

STANDARD

RI.2.7 Explain how specific images contribute to and clarify a text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Identify specific, important images within a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how the specific images contribute to a text <input type="checkbox"/> Identify how the specific images clarify a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain how the specific images contribute to a text <input type="checkbox"/> Explain how the specific images clarify a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Use information gained from illustrations in a text to demonstrate understanding of the text <input type="checkbox"/> Use information gained from the words in a text to demonstrate understanding of the text

STANDARD

RI.2.8 Identify the reasons an author gives to support ideas in a text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Understand that authors give reasons to support their ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the ideas an author provides in a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the reasons an author gives to support ideas in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Describe how the author connects ideas between sentences and paragraphs to support specific points in a text

STANDARD

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the common topic between texts <input type="checkbox"/> Compare two texts on the same topic <input type="checkbox"/> Contrast two texts on the same topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the most important points presented in each text 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the most important points presented by two texts on the same topic <input type="checkbox"/> Contrast the most important points presented by two texts on the same topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Compare the most important points presented by two texts on the same topic <input type="checkbox"/> Contrast the most important points presented by two texts on the same topic <input type="checkbox"/> Compare the key details presented by two texts on the same topic <input type="checkbox"/> Contrast the key details presented by two texts on the same topic

STANDARD

RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand informational text within the 2-3 complexity band <input type="checkbox"/> Proficiently read and understand informational text within the 2-3 complexity band 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently read and understand informational text within the 2-3 complexity band for sustained periods of time <input type="checkbox"/> Proficiently read and understand informational text within the 2-3 complexity band for sustained periods of time 	<ul style="list-style-type: none"> <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently <input type="checkbox"/> Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time <input type="checkbox"/> Connect prior knowledge to informational text <input type="checkbox"/> Connect experiences to informational text

Writing – Grade 2

STANDARD

W.2.1 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 to connect opinion and reasons, and provide a concluding statement or section.

- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
- b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Beginning	Progressing	Applying	Extending
W.2.1			
<input type="checkbox"/> Write opinion pieces in which they introduce the topic or book they are writing about	<input type="checkbox"/> Write opinion pieces in which they state an opinion	<input type="checkbox"/> Write opinion pieces in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Supply reasons that support the opinion <input type="checkbox"/> Use linking words to connect opinion and reasons <input type="checkbox"/> Provide a concluding statement or section <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Write opinion pieces on topics or texts, supporting a point of view with reasons
W.2.1a			
With guidance and support from adults, <input type="checkbox"/> Gather information and ideas	With guidance and support from adults, <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic	With guidance and support from adults, <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.2.1b

With guidance and support from adults,

- Focus on a topic

With guidance and support from peers,

- Focus on a topic

With guidance and support from adults,

- Strengthen writing as needed by revising
- Strengthen writing as needed by editing

With guidance and support from peers,

- Strengthen writing as needed by revising
- Strengthen writing as needed by editing
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

With guidance and support from peers and adults,

- Develop and strengthen writing as needed by revising, with consideration to task and purpose
- Develop and strengthen writing as needed by editing, with consideration to task and purpose

STANDARD

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
- b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Beginning	Progressing	Applying	Extending
W.2.2			
<input type="checkbox"/> Write informative/ explanatory texts in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce the topic <input type="checkbox"/> Identify facts relevant to the topic <input type="checkbox"/> Identify definitions relevant to the topic 	<input type="checkbox"/> Write informative/explanatory texts in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Use facts <input type="checkbox"/> Use definitions 	<input type="checkbox"/> Write informative/explanatory texts in which they: <ul style="list-style-type: none"> <input type="checkbox"/> Use facts to develop points <input type="checkbox"/> Use definitions to develop points <input type="checkbox"/> Provide a concluding statement or section <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Write informative/ explanatory texts to: <ul style="list-style-type: none"> <input type="checkbox"/> Examine a topic <input type="checkbox"/> Clearly convey ideas and information
W.2.2a			
With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Gather information and ideas 	With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic 	With guidance and support from adults, <ul style="list-style-type: none"> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.2.2b

<input type="checkbox"/> Focus on a topic	With guidance and support from peers, <input type="checkbox"/> Focus on a topic	With guidance and support from adults, <input type="checkbox"/> Strengthen writing as needed by revising <input type="checkbox"/> Strengthen writing as needed by editing With guidance and support from peers, <input type="checkbox"/> Strengthen writing as needed by revising <input type="checkbox"/> Strengthen writing as needed by editing <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task With guidance and support from peers and adults, <input type="checkbox"/> Develop and strengthen writing as needed by revising, with consideration to task and purpose <input type="checkbox"/> Develop and strengthen writing as needed by editing, with consideration to task and purpose
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STANDARD

W.2.3 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 transition words to signal event order, and provide a sense of closure.

- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
- b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Beginning	Progressing	Applying	Extending
W.2.3			
<ul style="list-style-type: none"> <input type="checkbox"/> Choose an event or short sequence of events <input type="checkbox"/> Determine the sequence events <input type="checkbox"/> Determine elaboration needed for recounting the event or short sequence of events 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives in which they recount a well-elaborated event or short sequence of events <input type="checkbox"/> Select details to describe actions <input type="checkbox"/> Select details to describe thoughts <input type="checkbox"/> Select details to describe feelings <input type="checkbox"/> Determine when some sense of closure needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Write narratives in which they include details to: <ul style="list-style-type: none"> <input type="checkbox"/> Describe actions <input type="checkbox"/> Describe thoughts <input type="checkbox"/> Describe feeling <input type="checkbox"/> Provide a sense of closure 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <input type="checkbox"/> Write narratives to develop real or imagined experiences or events <input type="checkbox"/> Use effective technique <input type="checkbox"/> Use descriptive details <input type="checkbox"/> Use clear event sequences
W.2.3a			
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather information and ideas 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select information related to the topic <input type="checkbox"/> Select ideas related to the topic 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.2.3b

With guidance and support from adults,

- Focus on a topic

With guidance and support from peers,

- Focus on a topic

With guidance and support from adults,

- Strengthen writing as needed by revising
- Strengthen writing as needed by editing

With guidance and support from peers,

- Strengthen writing as needed by revising
- Strengthen writing as needed by editing
- Consistently demonstrates grade-level proficiency

- Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

With guidance and support from peers and adults,

- Develop and strengthen writing as needed by revising, with consideration to task and purpose
- Develop and strengthen writing as needed by editing, with consideration to task and purpose

STANDARD

W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing in a whole group setting <input type="checkbox"/> Use digital tools and resources to publish writing in a whole group setting 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use digital tools and resources to produce writing <input type="checkbox"/> Use digital tools and resources to publish writing 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> In collaboration with peers, use digital tools and resources to produce writing <input type="checkbox"/> In collaboration with peers, use digital tools and resources to publish writing <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use word processing skills <input type="checkbox"/> Use digital tools and resources to interact with others <input type="checkbox"/> Use digital tools and resources to collaborate with others

STANDARD

W.2.5 Participate in shared research and writing projects.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared investigation of grade appropriate topics 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared research 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared writing projects <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task <input type="checkbox"/> Conduct short research projects <input type="checkbox"/> Build knowledge about a topic, when conducting short research projects

STANDARD

W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Determine personal experiences in which to draw from <input type="checkbox"/> Demonstrate understanding of provided sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Recall information from experiences <input type="checkbox"/> Gather information from provided sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Answer a question, using recalled information from experiences or gathered information <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task <input type="checkbox"/> Recall information from experiences <input type="checkbox"/> Gather information from print and digital sources <input type="checkbox"/> Take brief notes on sources <input type="checkbox"/> Sort evidence into provided categories

Speaking and Listening – Grade 2

STANDARD

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Beginning	Progressing	Applying	Extending
SL.2.1			
<input type="checkbox"/> Participate in collaborative conversations	<input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults	<input type="checkbox"/> In small groups, participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults <input type="checkbox"/> In larger groups, participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topic, and/or task
SL.2.1a			
<input type="checkbox"/> Help develop rules for discussions	<input type="checkbox"/> Understand agreed-upon rules for discussions	<input type="checkbox"/> Follow agreed-upon rules for discussions <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.2.1b

Build on others' talk in conversations

Determine how to relate comments to the remarks of others

Link comments to the remarks of others

Consistently demonstrates grade-level proficiency

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.2.1c

Ask questions to clear up any confusion about the topics and texts under discussion

Determine the need for clarification and further explanation for the topics and texts under discussion

Ask for clarification and further explanation as needed about the topics and texts under discussion

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

Ask questions to check understanding of information presented

Stay on topic

STANDARD

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate ideas or details for their importance 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify key ideas or details in a text read aloud or information presented orally or through other media 	<ul style="list-style-type: none"> <input type="checkbox"/> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Determine the main ideas of a text read aloud <input type="checkbox"/> Determine the main ideas of information presented in diverse media and formats: <ul style="list-style-type: none"> <input type="checkbox"/> Visually <input type="checkbox"/> Quantitatively <input type="checkbox"/> Orally <input type="checkbox"/> Evaluate the details for their relevance to the main ideas <input type="checkbox"/> Determine the supporting details

STANDARD

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Monitor comprehension of what the speaker says <input type="checkbox"/> Ask questions about what a speaker says <input type="checkbox"/> Answer questions about what a speaker says 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine when: <ul style="list-style-type: none"> <input type="checkbox"/> Clarification is needed <input type="checkbox"/> Additional information is needed <input type="checkbox"/> Gather additional information 	<ul style="list-style-type: none"> <input type="checkbox"/> Clarify comprehension <input type="checkbox"/> Deepen understanding of a topic or issue <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Monitor comprehension of information from a speaker <input type="checkbox"/> Ask questions about information from a speaker <input type="checkbox"/> Answer questions about information from a speaker <input type="checkbox"/> Offer appropriate elaboration and detail

STANDARD

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Produce complete sentences <input type="checkbox"/> Identify a story or personal experience to tell 	<ul style="list-style-type: none"> <input type="checkbox"/> Speak audibly in coherent sentences <input type="checkbox"/> Tell a story or recount an experience <input type="checkbox"/> Identify the appropriate facts for telling a story or recounting an experience <input type="checkbox"/> Identify the appropriate relevant details for telling a story or recounting an experience <input type="checkbox"/> Identify the appropriate descriptive details for telling a story or recounting an experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Tell a story or recount an experience with: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate facts <input type="checkbox"/> Relevant details <input type="checkbox"/> Descriptive details <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Speak clearly in complete sentences <input type="checkbox"/> Identify a topic or text on which to report <input type="checkbox"/> Report on a topic or text <input type="checkbox"/> Speak at an understandable pace

Language – Grade 2

STANDARD

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Demonstrate proficiency within the 2-3 grammar continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-1 Continua <input type="checkbox"/> Demonstrate understanding of the function of nouns <input type="checkbox"/> Demonstrate understanding of collective nouns (such as <i>group</i>) <input type="checkbox"/> Demonstrate understanding of irregular plural nouns <input type="checkbox"/> Demonstrate understanding of the function of verbs <input type="checkbox"/> Demonstrate understanding of shifts in verb tense <input type="checkbox"/> Demonstrate understanding of regular and irregular verbs <input type="checkbox"/> Understand simple verb tenses <input type="checkbox"/> Demonstrate understanding of perfect verb tenses <input type="checkbox"/> Demonstrate understanding of verbs that convey sense of various times, sequences 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure subject/verb agreement <input type="checkbox"/> Explain the function of nouns <input type="checkbox"/> Use collective nouns (such as <i>group</i>) <input type="checkbox"/> Use frequently occurring irregular plural nouns <input type="checkbox"/> Explain the function of verbs <input type="checkbox"/> Use past tense of frequently occurring irregular verbs <input type="checkbox"/> Use regular and irregular verbs <input type="checkbox"/> Use simple verb tenses <input type="checkbox"/> Use the perfect verb tenses <input type="checkbox"/> Use verbs to convey sense of various times, sequences <input type="checkbox"/> Recognize inappropriate shifts in verb tense <input type="checkbox"/> Explain the function of adjectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate command of conventions within the K-3 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Use abstract nouns (such as <i>courage</i>) <input type="checkbox"/> Form and use progressive verb tenses <input type="checkbox"/> Use modal auxiliaries (such as <i>may</i> or <i>must</i>) <input type="checkbox"/> Convey sense of various states, and conditions <input type="checkbox"/> Correct inappropriate shifts in verb tense <input type="checkbox"/> Form and use comparative and superlative adjectives <input type="checkbox"/> Order adjectives within sentences according to conventional patterns <input type="checkbox"/> Use correlative conjunctions (such as <i>either/or</i>)

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of inappropriate shifts in verb tense <input type="checkbox"/> Demonstrate understanding of the function of adjectives <input type="checkbox"/> Demonstrate understanding of when to use adjectives or adverbs <input type="checkbox"/> Demonstrate understanding of the function of conjunctions <input type="checkbox"/> Demonstrate understanding of coordinating and subordinating conjunctions <input type="checkbox"/> Demonstrate understanding of the function of adverbs <input type="checkbox"/> Demonstrate understanding of comparative adverbs <input type="checkbox"/> Demonstrate understanding of the function of prepositions <input type="checkbox"/> Demonstrate understanding of the function of pronouns <input type="checkbox"/> Demonstrate understanding of reflexive pronouns <input type="checkbox"/> Demonstrate understanding of the use of <i>a</i>, <i>an</i>, and <i>the</i> <input type="checkbox"/> Demonstrate understanding of homophones <input type="checkbox"/> Demonstrate understanding of interjections and their function 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurately choose which to use – adjective or adverb <input type="checkbox"/> Explain the function of conjunctions <input type="checkbox"/> Use coordinating and subordinating conjunctions <input type="checkbox"/> Explain the function of adverbs <input type="checkbox"/> Form and use comparative adverbs <input type="checkbox"/> Produce, expand, and rearrange simple and compound sentences <input type="checkbox"/> Explain the function of prepositions <input type="checkbox"/> Explain the function of pronouns <input type="checkbox"/> Use reflexive pronouns <input type="checkbox"/> Correctly use <i>a</i>, <i>an</i>, and <i>the</i> <input type="checkbox"/> Correctly use common homophones <input type="checkbox"/> Explain the function of and use interjections 		<ul style="list-style-type: none"> <input type="checkbox"/> Form and use superlative adverbs <input type="checkbox"/> Use relative adverbs <input type="checkbox"/> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences <input type="checkbox"/> Produce, expand, and rearrange simple, compound, and complex sentences <input type="checkbox"/> Form and use prepositional phrases <input type="checkbox"/> Ensure pronoun-antecedent agreement <input type="checkbox"/> Use relative pronouns <input type="checkbox"/> Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>) <input type="checkbox"/> Explain the function of phrases and clauses <input type="checkbox"/> Recognize independent and dependent phrases and clauses
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STANDARD

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-1 Continua <input type="checkbox"/> Demonstrate understanding of capitalization of holidays <input type="checkbox"/> Demonstrate understanding of capitalization of product names <input type="checkbox"/> Demonstrate understanding of capitalization of geographic names <input type="checkbox"/> Demonstrate understanding of capitalization of words in titles <input type="checkbox"/> Demonstrate understanding of correct capitalization <input type="checkbox"/> Demonstrate understanding of commas to separate single words in a series <input type="checkbox"/> Demonstrate understanding of commas in greetings and closings of letters <input type="checkbox"/> Demonstrate understanding of apostrophes to form contractions 	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalize holidays <input type="checkbox"/> Capitalize product names <input type="checkbox"/> Capitalize geographic names <input type="checkbox"/> Capitalize appropriate words in titles <input type="checkbox"/> Use correct capitalization <input type="checkbox"/> Use commas to separate single words in a series <input type="checkbox"/> Use commas in greetings and closings of letters <input type="checkbox"/> Use an apostrophe to form contractions <input type="checkbox"/> Use an apostrophe to form frequently occurring possessives <input type="checkbox"/> Use commas in addresses <input type="checkbox"/> Use commas in dialogue <input type="checkbox"/> Form and use possessives <input type="checkbox"/> Use quotation marks in dialogue 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate command of conventions within the K-3 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Use punctuation to separate items in a series <input type="checkbox"/> Use a comma to set off the words yes and no <input type="checkbox"/> Use a comma to set off a tag question from the rest of the sentence <input type="checkbox"/> Use a comma to indicate a direct address <input type="checkbox"/> Use underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Spell grade-appropriate words correctly

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of apostrophes to form possessives <input type="checkbox"/> Demonstrate understanding of commas in addresses <input type="checkbox"/> Demonstrate understanding of commas in dialogue <input type="checkbox"/> Demonstrate understanding of possessives <input type="checkbox"/> Demonstrate understanding of quotation marks in dialogue <input type="checkbox"/> Demonstrate understanding of conventional spelling <input type="checkbox"/> Demonstrate understanding of spelling patterns and generalizations <input type="checkbox"/> Demonstrate understanding of reference materials 	<ul style="list-style-type: none"> <input type="checkbox"/> Use conventional spelling for high frequency and other studied words and for adding suffixes to base words <input type="checkbox"/> Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words <input type="checkbox"/> Consult reference materials as needed to check and correct spellings 		
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STANDARD

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 a. Compare formal and informal uses of English

Note: Substandard “a” is not separated from the main standard, as seen in W.2.1 - W.2.3 and SL.2.1. The substandard L.2.3a, is included in the progression of L.2.3 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Use knowledge of language	<input type="checkbox"/> Use language conventions when: <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Recognize formal uses of English <input type="checkbox"/> Recognize informal uses of English	<input type="checkbox"/> Compare formal and informal uses of English <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Choose words for effect <input type="checkbox"/> Choose phrases for effect <input type="checkbox"/> Recognize differences between the conventions of spoken and written standard English <input type="checkbox"/> Observe differences between the conventions of spoken and written standard English

STANDARD

L.2.4 Determine and/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: context clues, word parts and word relationships.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content	<input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	<input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <input type="checkbox"/> Consistently demonstrate proficiency of L.2.4 with grade-level texts	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts

STANDARD

L.2.5 Demonstrate understanding of nuances in word meanings.

- a. Distinguish shades of meaning among closely related verbs and closely related adjectives.

Note: Substandard “a” is not separated from the main standard, as seen in W.2.1 - W.2.3 and SL.2.1. The substandard L.2.5a, is included in the progression of L.2.5 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Interpret the meaning of verbs in context <input type="checkbox"/> Interpret the meaning of adjectives in context 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish shades of meaning among closely related verbs <input type="checkbox"/> Distinguish shades of meaning among closely related adjectives 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of nuances in word meanings <input type="checkbox"/> Consistently demonstrate proficiency of L.2.5 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts <input type="checkbox"/> Distinguish the literal and nonliteral meanings of words in context <input type="checkbox"/> Distinguish the literal and nonliteral meanings of phrases in context <input type="checkbox"/> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty

STANDARD

L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Use words and phrases learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Understand adjectives learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Understand adverbs learned through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire adjectives learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Acquire adverbs learned through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Use adjectives to describe, as learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Use adverbs to describe, as learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Consistently demonstrate proficiency of L.2.6 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts and/or tasks <input type="checkbox"/> Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases <input type="checkbox"/> Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases <input type="checkbox"/> Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships <input type="checkbox"/> Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships <input type="checkbox"/> Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships

			<input type="checkbox"/> Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships
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