Learning Progressions

GRADE 2

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS

North Carolina Department of
PUBLIC INSTRUCTION

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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

❏ Identify key details	❏ Ask questions about key details in a text, such as:
	  ❏ Who
	  ❏ What
	  ❏ Where
	  ❏ When
	  ❏ Why
	  ❏ How
	
	❏ Answer questions about key details in a text, such as:
	  ❏ Who
	  ❏ What
	  ❏ Where
	  ❏ When
	  ❏ Why
	  ❏ How
		❏ Demonstrate understanding of key details in a text by asking and answering questions
		
		❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task
			❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task
			
			❏ 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**

❏ Recount stories	❏ Recount fables from diverse cultures
	
	❏ Recount folktales from diverse cultures
		❏ Demonstrate understanding of the central message, lesson, or moral in:
		  ❏ Stories from diverse cultures
		  ❏ Fables from diverse cultures
		  ❏ Folktales from diverse cultures
		
		❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task
			❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task
			
			❏ Recount myths from diverse cultures
			
			❏ Determine central message, lesson, or moral
			
			❏ 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**
❏ Describe characters in a story	❏ Identify major events ❏ Identify challenges	❏ Describe how characters in a story respond to major events ❏ Describe how characters in a story respond to challenges ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ 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**
❏ Identify words that supply rhythm in a story, poem, or song ❏ Identify phrases that supply rhythm in a story, poem, or song	❏ Describe how words supply rhythm in a story, poem, or song ❏ Describe how phrases supply rhythm in a story, poem, or song ❏ Identify words that supply meaning in a story, poem, or song ❏ Identify phrases that supply meaning in a story, poem, or song	❏ Describe how words supply meaning in a story, poem, or song ❏ Describe how phrases supply meaning in a story, poem, or song ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Identify words that impact the meaning in a text ❏ Determine the meaning of words as they are used in a text ❏ 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**
❏ Identify the overall structure of a story	❏ Describe the overall structure of a story	❏ Describe how the beginning introduces the story ❏ Describe how events unfold in the middle ❏ Describe how the ending concludes the action ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using such terms as: ❏ Chapter ❏ Scene ❏ Stanza ❏ 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**
❏ Identify the points of view of characters	❏ Distinguish differences in the points of view of characters	❏ Speak in a different voice for each character when reading dialogue aloud ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ 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**
❏ Identify information from the illustrations in a print or digital text that tell more about the characters, setting, or plot ❏ Identify information gained from the words in a print or digital text that tell more about the characters, setting, or plot	❏ Determine how the information from illustrations in a print or digital text tell more about the characters, setting, or plot ❏ Determine how information from the words in a print or digital text tell more about the characters, setting, or plot	❏ Use information gained from the illustrations in a print or digital text to demonstrate understanding of its characters, setting, or plot ❏ Use information gained from the words in a print or digital text to demonstrate understanding of its characters, setting, or plot ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ 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**
❏ Demonstrate an understanding of the original source/story	❏ Compare two or more versions of the same story by different authors or from different cultures	❏ Contrast two or more versions of the same story by different authors or from different cultures ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Compares the themes of stories written by the same author about the same or similar characters ❏ Compares the settings of stories written by the same author about the same or similar characters ❏ Compares the plots of stories written by the same author about the same or similar characters ❏ Contrasts the themes of stories written by the same author about the same or similar characters ❏ Contrasts the settings of stories written by the same author about the same or similar characters ❏ 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
❏ Independently read and understand literature within the 2-3 complexity band	❏ Proficiently read and understand literature within the 2-3 complexity band ❏ Proficiently read and understand literature within the 2-3 complexity band for sustained periods of time	❏ Connect prior knowledge to literature ❏ Connect experiences to literature ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently ❏ Read and understand literature at the **high end** of the 2-3 text complexity band proficiently and independently for sustained periods of time ❏ Connect prior knowledge to literature ❏ 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**

❏ Identify key details	❏ Asks questions about key details in a text, such as:
	  ❏ Who
	  ❏ What
	  ❏ Where
	  ❏ When
	  ❏ Why
	  ❏ How
	
	❏ Answers questions about key details in a text, such as:
	  ❏ Who
	  ❏ What
	  ❏ Where
	  ❏ When
	  ❏ Why
	  ❏ How
		❏ Demonstrate understanding of key details in a text by asking and answering questions
		
		❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task
			❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task
			
			❏ Refer explicitly to the text as the basis for the answers, when answering questions
			
			❏ 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**
❏ Identify the main topic of each paragraph within a multi-paragraph text	❏ Identify the main topic of a multi-paragraph text	❏ Identify the focus of specific paragraphs within the text ❏ Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Determine the main idea of a text ❏ Recount the key details of a text ❏ 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**

❏ Identify the series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	❏ Describe a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	❏ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
		
		❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task
			❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task
			
			❏ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
			
			❏ 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
			  ❏ Time
			  ❏ Sequence
			  ❏ 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
❏ Identify familiar and unfamiliar words in a text relevant to a grade 2 topic or subject area	❏ Determine the meaning of words in a text relevant to a grade 2 topic or subject area ❏ Identify familiar and unfamiliar phrases in a text	❏ Determine the meaning of phrases in a text relevant to a grade 2 topic or subject area ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task ❏ Determine the meaning of general academic words in a text relevant to a grade 3 topic or subject area ❏ Determine the meaning of domain-specific words in a text relevant to a grade 3 topic or subject area ❏ Determine the meaning of general academic phrases in a text relevant to a grade 3 topic or subject area ❏ 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**
❏ Know various text features in a text	❏ Use various text features to locate key facts or information in a text	❏ Efficiently use various text features to locate key facts or information in a text ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Efficiently use text features to locate information relevant to a given topic ❏ 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**
❏ Identify the author's purpose of a text	❏ Identify the author's main purpose of a text	❏ Identify the author's main purpose of a text ❏ Include what the author wants to answer, explain, or describe ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ 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**
❏ Identify specific, important images within a text	❏ Identify how the specific images contribute to a text ❏ Identify how the specific images clarify a text	❏ Explain how the specific images contribute to a text ❏ Explain how the specific images clarify a text ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Use information gained from illustrations in a text to demonstrate understanding of the text ❏ 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**
❏ Understand that authors give reasons to support their ideas	❏ Identify the ideas an author provides in a text	❏ Identify the reasons an author gives to support ideas in a text ❏ Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ 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**
❑ Demonstrate understanding of the common topic between texts ❑ Compare two texts on the same topic ❑ Contrast two texts on the same topic	❑ Identify the most important points presented in each text	❑ Compare the most important points presented by two texts on the same topic ❑ Contrast the most important points presented by two texts on the same topic ❑ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❑ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❑ Compare the most important points presented by two texts on the same topic ❑ Contrast the most important points presented by two texts on the same topic ❑ Compare the key details presented by two texts on the same topic ❑ 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**
❏ Independently read and understand informational text within the 2-3 complexity band ❏ Proficiently read and understand informational text within the 2-3 complexity band	❏ Independently read and understand informational text within the 2-3 complexity band for sustained periods of time ❏ Proficiently read and understand informational text within the 2-3 complexity band for sustained periods of time	❏ Connect prior knowledge to informational text ❏ Connect experiences to informational text ❏ Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	❏ Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task ❏ Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently ❏ Read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time ❏ Connect prior knowledge to informational text ❏ Connect experiences to informational text

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			
❏ Write opinion pieces in which they introduce the topic or book they are writing about	❏ Write opinion pieces in which they state an opinion	❏ Write opinion pieces in which they: ❏ Supply reasons that support the opinion ❏ Use linking words to connect opinion and reasons ❏ Provide a concluding statement or section ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task ❏ Write opinion pieces on topics or texts, supporting a point of view with reasons
W.2.1a			
With guidance and support from adults, ❏ Gather information and ideas	**With guidance and support from adults,** ❏ Select information related to the topic ❏ Select ideas related to the topic	**With guidance and support from adults,** ❏ Organize information and ideas around a topic to plan and prepare to write ❏ Consistently demonstrates grade-level proficiency	❏ 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			

❑ Write informative/ explanatory texts in which they:
  ❑ Introduce the topic
  ❑ Identify facts relevant to the topic
  ❑ Identify definitions relevant to the topic
	❑ Write informative/explanatory texts in which they:
	  ❑ Use facts
	  ❑ Use definitions
		❑ Write informative/explanatory texts in which they:
		  ❑ Use facts to develop points
		  ❑ Use definitions to develop points
		  ❑ Provide a concluding statement or section
		
		❑ Consistently demonstrates grade-level proficiency
			❑ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
			
			❑ Write informative/ explanatory texts to:
			  ❑ Examine a topic
			  ❑ Clearly convey ideas and information

W.2.2a			
With guidance and support from adults, ❑ Gather information and ideas	**With guidance and support from adults,** ❑ Select information related to the topic ❑ Select ideas related to the topic	**With guidance and support from adults,** ❑ Organize information and ideas around a topic to plan and prepare to write ❑ Consistently demonstrates grade-level proficiency	❑ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

W.2.2b			
❏ 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.2.3 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			

❏ Choose an event or short sequence of events
 	
❏ Determine the sequence events
 	
❏ Determine elaboration needed for recounting the event or short sequence of events
	❏ Write narratives in which they recount a well-elaborated event or short sequence of events
	
	❏ Select details to describe actions
	
	❏ Select details to describe thoughts
	
	❏ Select details to describe feelings
	
	❏ Determine when some sense of closure needed
		❏ Write narratives in which they include details to:
		  ❏ Describe actions
		  ❏ Describe thoughts
		  ❏ Describe feeling
		
		❏ Provide a sense of closure
			❏ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
			
			❏ Write narratives to develop real or imagined experiences or events
			
			❏ Use effective technique
			
			❏ Use descriptive details
			
			❏ Use clear event sequences

W.2.3a			
With guidance and support from adults, ❏ Gather information and ideas	**With guidance and support from adults,** ❏ Select information related to the topic ❏ Select ideas related to the topic	**With guidance and support from adults,** ❏ Organize information and ideas around a topic to plan and prepare to write ❏ Consistently demonstrates grade-level proficiency	❏ 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**
With guidance and support from adults, ❏ Use digital tools and resources to produce writing in a whole group setting ❏ Use digital tools and resources to publish writing in a whole group setting	**With guidance and support from adults,** ❏ Use digital tools and resources to produce writing ❏ Use digital tools and resources to publish writing	**With guidance and support from adults,** ❏ In collaboration with peers, use digital tools and resources to produce writing ❏ In collaboration with peers, use digital tools and resources to publish writing ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task **With guidance and support from adults,** ❏ Use word processing skills ❏ Use digital tools and resources to interact with others ❏ Use digital tools and resources to collaborate with others

STANDARD			
W.2.5 Participate in shared research and writing projects.			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Participate in shared investigation of grade appropriate topics	❏ Participate in shared research	❏ Participate in shared writing projects ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task ❏ Conduct short research projects ❏ 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**
❏ Determine personal experiences in which to draw from ❏ Demonstrate understanding of provided sources	❏ Recall information from experiences ❏ Gather information from provided sources	❏ Answer a question, using recalled information from experiences or gathered information ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task ❏ Recall information from experiences ❏ Gather information from print and digital sources ❏ Take brief notes on sources ❏ Sort evidence into provided categories

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			
❏ Participate in collaborative conversations	❏ Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults	❏ In small groups, participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults ❏ In larger groups, participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults	❏ Demonstrates grade-level proficiency with increasingly complex texts, topic, and/or task
SL.2.1a			
❏ Help develop rules for discussions	❏ Understand agreed-upon rules for discussions	❏ Follow agreed-upon rules for discussions ❏ Consistently demonstrates grade-level proficiency	❏ 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**
❏ Evaluate ideas or details for their importance	❏ Identify key ideas or details in a text read aloud or information presented orally or through other media	❏ Recount or describe key ideas or details from a text read aloud or information presented orally or through other media ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❏ Determine the main ideas of a text read aloud ❏ Determine the main ideas of information presented in diverse media and formats: ❏ Visually ❏ Quantitatively ❏ Orally ❏ Evaluate the details for their relevance to the main ideas ❏ 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

❏ Monitor comprehension of what the speaker says
 	
❏ Ask questions about what a speaker says
 	
❏ Answer questions about what a speaker says
	❏ Determine when:
	  ❏ Clarification is needed
	  ❏ Additional information is needed
	
	❏ Gather additional information
		❏ Clarify comprehension
		
		❏ Deepen understanding of a topic or issue
		
		❏ Consistently demonstrates grade-level proficiency
			❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
			
			❏ Monitor comprehension of information from a speaker
			
			❏ Ask questions about information from a speaker
			
			❏ Answer questions about information from a speaker
			
			❏ 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**
❏ Produce complete sentences ❏ Identify a story or personal experience to tell	❏ Speak audibly in coherent sentences ❏ Tell a story or recount an experience ❏ Identify the appropriate facts for telling a story or recounting an experience ❏ Identify the appropriate relevant details for telling a story or recounting an experience ❏ Identify the appropriate descriptive details for telling a story or recounting an experience	❏ Tell a story or recount an experience with: ❏ Appropriate facts ❏ Relevant details ❏ Descriptive details ❏ Consistently demonstrates grade-level proficiency	❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❏ Speak clearly in complete sentences ❏ Identify a topic or text on which to report ❏ Report on a topic or text ❏ 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
❏ Consistently demonstrate strong command of conventions within the K-1 Continua ❏ Demonstrate understanding of the function of nouns ❏ Demonstrate understanding of collective nouns (such as *group*) ❏ Demonstrate understanding of irregular plural nouns ❏ Demonstrate understanding of the function of verbs ❏ Demonstrate understanding of shifts in verb tense ❏ Demonstrate understanding of regular and irregular verbs ❏ Understand simple verb tenses ❏ Demonstrate understanding of perfect verb tenses ❏ Demonstrate understanding of verbs that convey sense of various times, sequences	❏ Ensure subject/verb agreement ❏ Explain the function of nouns ❏ Use collective nouns (such as *group*) ❏ Use frequently occurring irregular plural nouns ❏ Explain the function of verbs ❏ Use past tense of frequently occurring irregular verbs ❏ Use regular and irregular verbs ❏ Use simple verb tenses ❏ Use the perfect verb tenses ❏ Use verbs to convey sense of various times, sequences ❏ Recognize inappropriate shifts in verb tense ❏ Explain the function of adjectives	❏ Consistently demonstrate command of conventions within the K-3 Continua	❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❏ Use abstract nouns (such as *courage*) ❏ Form and use progressive verb tenses ❏ Use modal auxiliaries (such as *may* or *must*) ❏ Convey sense of various states, and conditions ❏ Correct inappropriate shifts in verb tense ❏ Form and use comparative and superlative adjectives ❏ Order adjectives within sentences according to conventional patterns ❏ Use correlative conjunctions (such as *either/or*)

❏ Demonstrate understanding of inappropriate shifts in verb tense	❏ Accurately choose which to use – adjective or adverb		❏ Form and use superlative adverbs
❏ Demonstrate understanding of the function of adjectives	❏ Explain the function of conjunctions		❏ Use relative adverbs
❏ Demonstrate understanding of when to use adjectives or adverbs	❏ Use coordinating and subordinating conjunctions		❏ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
❏ Demonstrate understanding of the function of conjunctions	❏ Explain the function of adverbs		❏ Produce, expand, and rearrange simple, compound, and complex sentences
❏ Demonstrate understanding of coordinating and subordinating conjunctions	❏ Form and use comparative adverbs		❏ Form and use prepositional phrases
❏ Demonstrate understanding of the function of adverbs	❏ Produce, expand, and rearrange simple and compound sentences		❏ Ensure pronoun-antecedent agreement
❏ Demonstrate understanding of comparative adverbs	❏ Explain the function of prepositions		❏ Use relative pronouns
❏ Demonstrate understanding of the function of prepositions	❏ Explain the function of pronouns		❏ Correctly use frequently confused words (such as *to, two, too*)
❏ Demonstrate understanding of the function of pronouns	❏ Use reflexive pronouns		
❏ Demonstrate understanding of reflexive pronouns	❏ Correctly use *a*, *an*, and *the*		❏ Explain the function of phrases and clauses
❏ Demonstrate understanding of the use of *a*, *an*, and *the*	❏ Correctly use common homophones		❏ Recognize independent and dependent phrases and clauses
❏ Demonstrate understanding of homophones	❏ Explain the function of and use interjections		
❏ Demonstrate understanding of interjections and their function			

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
❏ Consistently demonstrate strong command of conventions within the K-1 Continua ❏ Demonstrate understanding of capitalization of holidays ❏ Demonstrate understanding of capitalization of product names ❏ Demonstrate understanding of capitalization of geographic names ❏ Demonstrate understanding of capitalization of words in titles ❏ Demonstrate understanding of correct capitalization ❏ Demonstrate understanding of commas to separate single words in a series ❏ Demonstrate understanding of commas in greetings and closings of letters ❏ Demonstrate understanding of apostrophes to form contractions	❏ Capitalize holidays ❏ Capitalize product names ❏ Capitalize geographic names ❏ Capitalize appropriate words in titles ❏ Use correct capitalization ❏ Use commas to separate single words in a series ❏ Use commas in greetings and closings of letters ❏ Use an apostrophe to form contractions ❏ Use an apostrophe to form frequently occurring possessives ❏ Use commas in addresses ❏ Use commas in dialogue ❏ Form and use possessives ❏ Use quotation marks in dialogue	❏ Consistently demonstrate command of conventions within the K-3 Continua	❏ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks ❏ Use punctuation to separate items in a series ❏ Use a comma to set off the words yes and no ❏ Use a comma to set off a tag question from the rest of the sentence ❏ Use a comma to indicate a direct address ❏ Use underlining, quotation marks, or italics to indicate titles of works ❏ Spell grade-appropriate words correctly

❏ Demonstrate understanding of apostrophes to form possessives ❏ Demonstrate understanding of commas in addresses ❏ Demonstrate understanding of commas in dialogue ❏ Demonstrate understanding of possessives ❏ Demonstrate understanding of quotation marks in dialogue ❏ Demonstrate understanding of conventional spelling ❏ Demonstrate understanding of spelling patterns and generalizations ❏ Demonstrate understanding of reference materials	❏ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ❏ Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts*) when writing words ❏ Consult reference materials as needed to check and correct spellings		

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

❑ Use knowledge of language	❑ Use language conventions when:
	   ❑ Writing
	   ❑ Speaking
	   ❑ Reading
	   ❑ Listening
	
	❑ Recognize formal uses of English
	
	❑ Recognize informal uses of English
		❑ Compare formal and informal uses of English
		
		❑ Consistently demonstrates grade-level proficiency
			❑ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
			
			❑ Choose words for effect
			
			❑ Choose phrases for effect
			
			❑ Recognize differences between the conventions of spoken and written standard English
			
			❑ 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**
❏ Determine the meaning of unknown words and phrases based on grade-level reading and content	❏ Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	❏ Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: ❏ Context clues ❏ Word parts ❏ Word relationships ❏ Reference materials ❏ Consistently demonstrate proficiency of L.2.4 with grade-level texts	❏ 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
❏ Interpret the meaning of verbs in context ❏ Interpret the meaning of adjectives in context	❏ Distinguish shades of meaning among closely related verbs ❏ Distinguish shades of meaning among closely related adjectives	❏ Demonstrate understanding of nuances in word meanings ❏ Consistently demonstrate proficiency of L.2.5 with grade-level texts	❏ Demonstrates grade-level proficiency with increasingly complex texts ❏ Distinguish the literal and nonliteral meanings of words in context ❏ Distinguish the literal and nonliteral meanings of phrases in context ❏ 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**
❏ Use words and phrases learned through conversations, reading and being read to, and responding to texts ❏ Understand adjectives learned through conversations, reading and being read to, and responding to texts ❏ Understand adverbs learned through conversations, reading and being read to, and responding to texts	❏ Acquire adjectives learned through conversations, reading and being read to, and responding to texts ❏ Acquire adverbs learned through conversations, reading and being read to, and responding to texts	❏ Use adjectives to describe, as learned through conversations, reading and being read to, and responding to texts ❏ Use adverbs to describe, as learned through conversations, reading and being read to, and responding to texts ❏ Consistently demonstrate proficiency of L.2.6 with grade-level texts	❏ Demonstrates grade-level proficiency with increasingly complex texts and/or tasks ❏ Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases ❏ Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases ❏ Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships ❏ Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships ❏ Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal spatial relationships

			❏ Use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases that signal temporal relationships