

### Reading Foundations-Phonics **2.RF.4.3**

Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

Scale Score	Scale
4	Students will be able to spell and reading short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
3	Students will be able to read short and long vowels (including vowel teams) when reading at least 17 of 20 regularly spelled one-syllable words.
2	Students will be able to read short and long vowels (including vowel teams) when reading at least 10 of 20 regularly spelled one-syllable words.
1	Students will be able to read short and long vowels (including vowel teams) when reading at 10 or less of 20 regularly spelled one-syllable words.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: vowel, syllable

### Reading Foundations-Phonics **2.RF.4.4**

Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g. through tough,; Jan., Feb.).

Scale Score	Scale
3	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g. through tough,; Jan., Feb.). Students know all 200 words and listed abbreviations.
2	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g. through tough,; Jan., Feb.). Students are working on mastery of 200 words and listed abbreviations.
1	Students have mastered first 100 words.
0	Students have not mastered first 100 words.

Required vocabulary: regular and irregular pattern, high-frequency, abbreviation, recognize, and sight word.

## Reading Foundations-Fluency **2.RF.5**

Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Scale Score	Scale								
4	Student can read above grade level texts fluently.								
3	Orally read grade-level appropriate texts smoothly and accurately, with expression that connotes comprehension at the independent level. Grade level expectations: <table border="1" data-bbox="358 722 1482 856"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>J</td> <td>K</td> <td>L</td> <td>M</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	J	K	L	M
Q1	Q2	Q3	Q4						
J	K	L	M						
2	Students can read below grade level texts fluently.								
1	Students are working towards reading texts fluently.								
0	Even with help, no skill or understanding is demonstrated.								

Required vocabulary: fluency, smooth, accurate, expression, rate

## Reading Literature: Key Ideas & Textual Support **2.RL.2.1**

Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.

0	Even with help, no skill or understanding is demonstrated.
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Required vocabulary: main idea, answer, ask, detail, question, text

### Reading Literature: Key Ideas & Textual Support **2.RL.2.2**

Recount the beginning, middle and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Recount the beginning, middle and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: fable, folktale, lesson, central message, moral, paragraph, story, detail, retell, text

### Reading Literature: Key Ideas & Textual Support **2.RL.2.4**

Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.

0	Even with help, no skill or understanding is demonstrated.
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Required vocabulary: prediction, text features, confirm, prior knowledge, text evidence, explain

### Reading Nonfiction: Key Ideas & Textual Support **2.RN.2.1**

Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: main idea, answer, ask, detail, question, text confirm

### Reading Nonfiction: Features & Structures **2.RN.3.1**

Use various text features (e.g. table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Use various text features (e.g. table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.

0	Even with help, no skill or understanding is demonstrated.
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Required vocabulary: captions, bold print, index, glossary, table of contents, title page, timeline, clarify

### Reading Nonfiction: Features & Structures **2.RN.3.3**

Identify what the author wants to answer, explain, or describe in the text.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Identify what the author wants to answer, explain, or describe in the text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: answer, explain, describe, author

### Reading Nonfiction: Connection of Ideas **2.RN.4.2**

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

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Compare and contrast the most important points presented by two texts on the same topic.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: compare, contrast, similarity, differences, topic

### Reading Vocabulary: Vocabulary Building **2.RV.2.1**

Use context clues (e.g. words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Use context clues (e.g. words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: self-correct, context, headings, text features, clues, table of contents

### Reading Vocabulary: Vocabulary Building **2.RV.2.2**

The student will identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to create their own set of synonyms and antonyms, and simple multiple-meaning words in a sentence.
3	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.

# 2<sup>nd</sup>

0	Even with help, no skill or understanding is demonstrated.
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Required vocabulary: synonyms, antonyms, multiple-meaning words