



2023/2024
Lindbergh Elementary
2nd Grade
Priority Standards and Proficiency Scales

Second Grade Reading	
Reading Foundations	● Fluency ● Phonics and Decoding
Reading Process	● Monitoring Comprehension ● Reading Habits ● Vocabulary ● Retell-Beginning Middle End
Fiction	● Story Elements ● Character Traits ● Cause and Effect ● Point of View
Non-Fiction	● Main Idea and Supporting Details ● Problem and Solution

Reading Foundations: Fluency	
2.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.	
4.0 (EE)	<i>Examples could include:</i> • Reads text above grade level
3.0 (ME)	<i>The student will:</i> ☐ Reads a text at grade level with: ☐ Appropriate rate (72 wpm or greater) ☐ Accuracy of 95% or greater ☐ Expression and phrasing that shows awareness of commas, ending punctuation, and dialogue ☐ Monitors reading to self-correct errors, rereading to adjust for fluency, phrasing and accuracy
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>fluency, expression, accuracy, phrasing</i> • Reads text with rate of 34 WPM to below 72 WPM • Reads below grade level text with accuracy of 95% • Use expression and phrasing that shows awareness of ending punctuation
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Foundations: Phonics & Decoding	
2.RF.3A. Develop Phonics in the reading process	
4.0 (EE)	<i>Examples could include:</i> • Use phonics knowledge in the reading process • Use phonics knowledge in the writing process • Decode known and unknown words by spelling patterns (e.g., final syllable: (<i>stable, tumble</i>) VCe (<i>in-vite</i>), r-controlled vowels (<i>per-fect</i>) vowel digraphs and diphthongs (<i>boyhood</i>) (e.g., –eigh, –ought)
3.0 (ME)	<i>The student will:</i> ☐ Decode multisyllabic words in context by applying common letter-sound correspondences including: ☐ Single letters in text ☐ Consonant blends in text ☐ Consonant and vowel digraphs in text ☐ Vowel diphthongs in text ☐ Distinguish long and short vowels when reading regularly spelled one-syllable words ☐ Decode regularly spelled two-syllable words with long vowels ☐ Decode words with vowel diphthongs (such as : oi, oy) ☐ Decode words with vowel teams (such as: ee, oo, ea, ou, ow, ie) ☐ Read words with common prefixes and suffixes (such as: un-, dis-, -ly, -less) ☐ Read and understand the meaning of contractions in text ☐ Use common syllable patterns to decode words including r-controlled vowels. (such as: er, ir, ur, ar, or) ☐ Read all taught irregularly spelled high-frequency words ☐ Demonstrate decoding skills when reading new words in a text
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>phonics, word patterns, two letter blend, three letter blend, digraph, vowel teams</i> • Decode words in context by using letter-sound knowledge • Identify letters for the spelling of short and long vowels (vc-e) • Decode consonant blends (such as: st, bl, fl) and consonant digraphs (such as: ch, tch, sh, th, wh, ck, dge) • Combine sounds from letters and common spelling patterns to create and decode recognizable words (such as: –ain, rain, train) • Use syllabication patterns to decode words (such as: CVC—mat, bat; CV—he, me; CVCe—kite, fame) • Read irregularly spelled words (such as: their, said, eight) • Read root words with inflectional endings (e.g., jump, jumps, jumped, jumping) • Read contractions and compound words. • Read high-frequency words

1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed
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Reading: Fiction: Story Elements	
2.R.A.a: Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	
4.0 (EE)	<i>Examples could include:</i> • Paraphrase the big idea/themes/messages and supporting details of texts. • Identify the theme of a story and support answer with 2 or more details • Understand the solution in a story and provide alternative solutions to the same problem
3.0 (ME)	<i>The student will:</i> ☐ The student will read, infer, analyze, and/or draw conclusions to describe: ☐ the setting of a literary text ☐ the problems and solutions of a literary text ☐ the sequence of events (plot) of a literary text ☐ the big idea or moral lesson of a literary text ☐ The student will apply strategies in text from different cultures and times. Teacher Note: Infer: to derive by reasoning; to conclude or judge from evidence Analyze: to study or examine carefully Drawing conclusions: using information that is implied or inferred to make meaning out of what is not clearly stated
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>setting, problem, solution, sequence, moral, main idea</i> • Use illustrations and details in a story to describe the character, setting, problem, solution and events in order • Ask and answer questions about key details in a text • Retell stories including key details
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Fiction: Character Traits	
2.R.2.A.b Describe the main characters, including their traits, motivations, and feelings	
4.0 (EE)	<i>Examples could include:</i> • Identify a character trait and support that trait with evidence from the story in reference to characters beyond the main character. • Refer to details and examples in a text when explaining what the text says explicitly and when making inferences from the text. • Use strategies for inferring and drawing conclusions • Understand the actions of the character influences the events in the story
3.0 (ME)	<i>The student will:</i> ☐ The student will read, infer, analyze, and/or draw conclusions to describe ☐ the main character's personality traits ☐ the motivations for the main character's action ☐ the main character's feelings in a work of fiction ☐ Know the difference between a trait and a feeling Teacher Note: Infer: to derive by reasoning; to conclude or judge from evidence Analyze: to study or examine carefully Drawing conclusions: using information that is implied or inferred to make meaning out of what is not clearly stated
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>character traits, personality, physical appearance, thoughts, feelings, actions, motivation</i> • Identify character traits, motivations, and feelings
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Fiction: Cause and Effect	
2.R.2.A.d Describe cause and effect relationships	
4.0 (EE)	<i>Examples could include:</i> • Explain cause and effect relationships • Students can recognize and describe multiple causes that lead to multiple effects in a story (chain of events)
3.0 (ME)	<i>The student will:</i> ☐ Use a work of fiction (such as <i>Alexander and the Terrible, Horrible No Good, Very Bad Day</i>) to describe the causes and effects of the character's actions ☐ When given an everyday cause (you didn't go to bed on time), be able to determine several possible effects (you will be tired, you won't want to wake up in the morning....) ☐ When given an effect, be able to determine several causes ☐ Use background knowledge to determine the cause and effect relationships of events within their own lives
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>cause, effect, prediction, connection</i> • Making text to self, text to text, and text to world connections • Demonstrate the meaning of cause (why something happens) and effect (a result)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Fiction: Point of View	
2.R.2.A.f Compare and contrast the differences in points of view of characters and how stories are narrated	
4.0 (EE)	<i>Examples could include:</i> - distinguish their own point of view from that of the narrator or those of the characters - explain whether the narrator or speaker of a story is first or third person
3.0 (ME)	<i>The student will:</i> ☐ Determine if a character is telling the story or if an outside narrator is telling the story ☐ Compare and contrast the points of view from two characters within the same story ☐ Compare and contrast the same story told from two points of view (such as: The True Story of Three Little Pigs vs The Three Little Pigs original version) ☐ Identify which character is speaking in dialogue
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Recall and Recognize terms: <i>compare/contract, point of view, characters, narrator, dialogue, quotation</i> - compare and contrast adventures and experiences of characters in stories - Determine perspectives of two characters in the same story
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading: Non Fiction: Main Idea and Supporting Details	
2.R.3.A.a Identify the main idea in a section of text and distinguish it from the topic 2.R.3.C.a Explain the main ideas and supporting details	
4.0 (EE)	<i>Examples could include:</i> • Ask and answer questions to demonstrate understanding of main idea and supporting details of a text beyond grade level • Determine the main idea and supporting details for texts beyond grade level • Search for a pop-out sentence that captures the main idea • State the main idea in more than just one word and name the main idea of most of the text • Choose supporting details that go with the main idea
3.0 (ME)	<i>The student will:</i> ☐ In a multi-paragraph text, understand each paragraph has a main topic that connects to the overall main idea ☐ Identify strategies to determine main idea (notice what repeats, use headings, introduction, or conclusion) ☐ Identify the topics of two texts (e.g., if reading about Gorillas, maybe one text is about “Gorillas’ Habitats” and the other text is about “Gorillas and their Babies”) ☐ Distinguish the overall main idea from the topic of the text ☐ Determine relevant/important vs. irrelevant/unimportant details ☐ Identify two or more details that support and explain the main idea ☐ Use text features to locate specific information to support the main idea
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>main idea, topic, heading, title, section, paragraph</i> • Identify the main idea and supporting details • Understand informational text has a main idea • Use text features to determine the main idea
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading: Non Fiction: Problem and Solution	
2.R.3.C.c Read, infer, and draw conclusions using text structures to: describe the connection between and identify problems and solutions	
4.0 (EE)	<i>Examples could include:</i> • Create graphic organizer to compare and contrast details by texts on the same topic • Apply author's problem and solution to community problem
3.0 (ME)	<i>The student will:</i> ☐ Identify the problem in non-fiction text ☐ Determine solutions presented by the author ☐ Describe the connection between the problem and solution
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>problem, solution</i> • Use a graphic organizer to separate one topic from the other
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Process: Monitoring Comprehension	
2.R.1.A.c Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text	
4.0 (EE)	<i>Examples could include:</i> • Draw conclusions from the text • Support conclusions with evidence from the text • Explain how specific aspects of a text's illustrations contribute to what is being said in a story • Refer to details and examples in a text when explaining what the text says (text evidence)
3.0 (ME)	<i>The student will:</i> ☐ Use evidence (illustrations, words) from the text to clarify answers ☐ Use reading skills in response to text by using relevant evidence (facts and details) from the text to support answers to questions
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>clarify, support, evidence,</i> • Demonstrate ability to answer questions based on who, what, where, when, why and cite examples in the text
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Process: Retelling - Beginning, Middle, End	
2.R.1.A.d. Retell a story's beginning, middle, and end and understanding its central message, lesson, or moral	
4.0 (EE)	<i>Examples could include:</i> Summarizing a story's beginning and middle and determining its central message, lesson, or moral
3.0 (ME)	<i>The student will:</i> ☐ Accurately retell a story's beginning, middle, and end ☐ Accurately determine the story's central message, lesson, or moral ☐ Determine details that support the central message, lesson or moral
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Show understanding of key vocabulary: <i>retell, beginning, middle, end, details, moral/lesson</i> - Know that stories have beginnings, middles and ends - Connect personal lessons to those in books they read - Retell the main ideas in sequence including key details
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Process: Vocabulary	
2R.1B.a h Develop an understanding of vocabulary	
4.0 (EE)	<i>Examples could include</i> • Develop an understanding of vocabulary by using sentence-level context to determine the meaning of unfamiliar words or distinguish among multiple meaning words • Fill in possible meanings of a word or phrase and decide whether the meanings make sense in context • Examine the sentence immediately before and after an unknown word or phrase for clarification, synonyms, or a written definition • Describe the meaning of the passage or sentences that come before and after an unknown word or phrase
3.0 (ME)	<i>The student will:</i> ☐ Develop an understanding of vocabulary by: ☐ Use prefixes, root words and suffixes to determine meaning of words. ☐ Use knowledge of the meaning of individual words to determine the meaning of compound words. ☐ Use context to determine the meaning of a new word or multiple meaning word in text. ☐ Use conversational (<i>c'mon, hey, see ya</i>), academic (<i>describe, explain, sort, circle...</i>), and domain-specific words and phrases (<i>community, habitat, region, measure...</i>)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>prefix, suffix, meaning, compound word, synonym, antonym</i> • Use common affixes to figure out the meaning of a word • Identify common root words and their inflectional endings (-s, -ed, -ing etc...) in text. • Recognize that compound words are made up of shorter words • Distinguish shades of meaning among verbs and adjectives (e.g. mad, angry, furious)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Process: Reading Habits	
2R.1D.a b Read independently for multiple purposes over sustained periods of time with a text that is developmentally appropriate and responding to reading through talking or writing	
4.0 (EE)	<i>Examples could include:</i> • Choose to read for pleasure • Choose to share evidence of reading with others
3.0 (ME)	<i>The student will:</i> ☐ Read independently for multiple purposes over sustained periods of time with a text that is developmentally appropriate ☐ Select “good fit” books ☐ Read a variety of texts at their independent level ☐ Read for at least 25 minutes in one sitting ☐ Respond to reading through talking or writing (such as: book talks, graphic organizers, projects, posts, etc...)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>genre, engagement, stamina, self monitor, “good-fit” books</i> • Read a variety of fiction and informational text • Self-select texts based on interest, purpose and readability • Utilize strategies to sustain engagement (reading environment, retell to jump back in, monitor meaning, ‘break’ books, writing about reading) • Build reading stamina by setting goals and tracking progress
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Second Grade Writing	
Writing Process	● Prewriting and Drafting ● Revise and Edit
Language	● Grammar ● Conventions ● Spelling
Speaking and Listening	● Listening for a Purpose ● Communication
Narrative	● Narrative
Informational	● Informational
Opinion	● Opinion

Writing Process: Prewriting and Drafting	
2W.1.B Apply a writing process to develop a text for audience and purpose. Appropriate to genre type, develop a draft from prewriting	
4.0 (EE)	<i>Examples could include:</i> • Generate a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory • Supporting the topic sentence within each paragraph with facts and details from sources when appropriate • Categorizing, organizing and sequencing the supporting details into a text with a clear beginning, middle and end
3.0 (ME)	<i>The student will:</i> ☐ Brainstorm and record key ideas using a graphic organizer to plan a first draft. ☐ Sequence ideas into clear and coherent sentences ☐ Generate one or more paragraphs with one main idea ☐ Create evidence of beginning, middle, and end ☐ Address appropriate audience based on specific genre
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms such as: <i>sequence, paragraph, graphic organizer, brainstorm</i> • Sequence ideas into sentences and staying on topic throughout the text • Generate evidence of a simple opening and simple closing
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Writing Process: Revising and Editing	
2W.1.C Apply a writing process to develop a text for audience and purpose. Reread, revise, and edit drafts with assistance from adults/ peers	
4.0 (EE)	<i>Examples could include:</i> • Revising for strong main idea and supporting details • Adding details and facts from sources when appropriate • Strong sequence of ideas
3.0 (ME)	<i>The student will:</i> ☐ Revise story as needed to strengthen: ☐ Beginning, middle and end ☐ Word choice ☐ Sentence structure ☐ Sequence ideas ☐ Audience and purpose ☐ Voice ☐ Deletion of unnecessary words, phrases or sections ☐ Edit for language conventions based on 2.L.1.B (see proficiency scale for conventions): ☐ Spelling ☐ Grammar ☐ Punctuation ☐ Capitalization ☐ Use paper/pencil, computer etc... to produce legible writing.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize: <i>edit, revise, audience, purpose, sequence</i> • Respond to questions and suggestions to clarify meaning • Edit by leaving spaces between words and sentences • Strengthen writing with assistance
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Narrative Writing	
2.W.2.C Write fiction or nonfiction narratives or poems.	
4.0 (EE)	<i>Examples could include:</i> • Write fiction or nonfiction narratives and poems (e.g. fairytales, mysteries, question poems, diamante poems, and personal narratives) • Use dialogue • Use transition words and phrases to signal event order
3.0 (ME)	<i>The student will:</i> ☐ Establish a situation/topic based on the student's experience or imagination ☐ Introduce a main character and setting ☐ Use the five senses (sight, touch, sound, taste, smell) to add details ☐ Follow a logical sequence of events using complete sentences to create beginning/middle/end ☐ Use linking/transition words to signal event order. (e.g., then, after, next) ☐ Use specific words that are related to the topic and audience
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms such as: <i>narrative, dialogue, transitions, details, audience, fiction, nonfiction, narrative, poem, beginning, middle, end</i> • Tell a story or experience • Use details to describe the story or experience • Place events in the order they occurred • Use linking words to indicate the beginning/middle/end (e.g. first, second, third) • Provide a reaction to what happened in the events
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Informational Writing	
2W.2.B Write Informational text	
4.0 (EE)	<i>Examples could include:</i> • Develop an informational topic using facts, definitions, details and explanations, pictures, diagrams etc... • Student's original language except when quoting from a source • Transition words to connect ideas within a category (e.g., but, therefore, since, one example, for example) • Generate paragraphs with a sequence
3.0 (ME)	<i>The student will:</i> ☐ Introduce a topic being studied that conveys factual information using complete sentence ☐ Use facts and definitions to develop supporting details ☐ Use specific words that are related to topic and audience ☐ Use transition words and phrases to signal order as it fits the piece of writing : <i>first, then, next, also, finally</i> ☐ Create a concluding statement ☐ Apply Research: Gather evidence from available sources ☐ Apply Research: Record basic information in simple visual format
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms such as: <i>topic, fact, evidence, research, source, hook, transition</i> • Introduce a topic or text being studied and supply facts • Use some specific words that are related to the topic • Follow a sense of order in writing • Create some sense of closure
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Opinion Writing	
2.W.2.A Write Opinion Texts	
4.0 (EE)	<i>Examples could include:</i> • State a position about a topic and provide reasons • Use transitions to connect opinion and reason ◦ Examples: but, therefore, since, one example, for example • Use multiple or complex sentences to introduce a topic • Use specific and accurate words that are related to the topic, audience, and purpose • Provide clear evidence of a beginning, middle and concluding statement or paragraph
3.0 (ME)	<i>The student will:</i> ☐ Introduce a topic or text being studied using complete sentences ☐ State opinion about topic or text ☐ Provide reasons for the opinion stated ☐ Use specific words that are related to the topic and audience ☐ Use transition words and phrases to signal order : <i>first, then, next, also, finally</i> ☐ Provide evidence of a beginning, middle, and concluding statement or section
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Introduce a topic or text • State an opinion about the topic or text and provide a reason for the opinion • Use some specific words that are related to the topic • Follow a sense of order in writing • Provide some sense of closure
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language and Grammar: Grammar	
2.L.1.A In speech and written form, apply standard English Grammar	
4.0 (EE)	<i>Examples could include:</i> • Use comparative (e.g., better) superlative (e.g., best) and demonstrative (e.g., this, that, these, those) adjective and adverbs (e.g., more fun, most fun) • Produce simple and compound imperative exclamatory, declarative and interrogative sentences • Use helping verbs with irregular verbs (e.g., has eaten, have run, had spoken, has been)
3.0 (ME)	<i>The student will:</i> ☐ Use nouns and pronouns in writing ☐ Use collective nouns (family, class, children etc...) ☐ Use common irregular nouns (fox, person, child etc...) ☐ Use reflexive pronouns (myself, ourselves) ☐ Use regular verbs ☐ Use helping verbs with regular verbs (has jumped, can jump, will jump) ☐ Use adjectives and adverbs in sentences ☐ Produce a variety of simple and compound sentences including imperative, declarative, interrogative, and exclamatory
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The students will:</i> • Use nouns and action verbs that designate past, present and future sentences. • Use conjunctions <i>and</i>, <i>but</i>, & <i>so</i> in sentences • Use common prepositions: at, or, next, in, above • Use common pronouns
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language and Grammar: Conventions	
2.L.1.B In written text, apply punctuation, capitalization and spelling	
4.0 (EE)	<i>Examples could include:</i> • Use of apostrophe for possessives • Demonstrate and use commas and quotations in dialogue • Capitalize dialogue correctly, names of places, titles of books, stories and songs • Consult reference materials to check and correct spelling
3.0 (ME)	<i>The student will:</i> ☐ Use dialogue that contains quotation marks ☐ Use apostrophes correctly for contractions ☐ Capitalize days, months, holidays ☐ Capitalize abbreviated titles of people (e.g., Mr., Ms., Mrs., Dr.)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The students will:</i> • Print legibly, using correct spacing between words and sentences • Use ending punctuation • Capitalize the first word in a sentence • Capitalize the pronoun I • Capitalize the first letter of their and others' first and last names • Use commas to separate single words in a series
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language and Grammar: Spelling	
2.L.1.B In written text, apply punctuation, capitalization and spelling	
4.0 (EE)	<i>Examples could include:</i> • Use of apostrophe for possessives • Demonstrate and use commas and quotations in dialogue • Capitalize dialogue correctly, names of places, titles of books, stories and songs • Consult reference materials to check and correct spelling
3.0 (ME)	<i>The student will:</i> ☐ Spell words using irregular spelling patterns (e.g., said, does) ☐ Spell and use the plural of nouns by adding –es to nouns ending in ☐ –s, –ss, –sh, –ch, or –x ☐ Use nouns that change their spelling in plural form (e.g., man-men, child-children)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The students will:</i> • Spell words using regular spelling patterns • Spell words phonetically using phonemic awareness and spelling knowledge
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Speaking and Listening: Listening for a Purpose	
2.SL1.A Listen for a Purpose	
4.0 (EE)	<i>Examples could include:</i> • Contributing to a discussion by asking questions to check for understanding • Working in a collaborative group and responding to instructions from others and linking to remarks of others
3.0 (ME)	<i>The student will:</i> ☐ Develop and apply effective listening skills and strategies in formal and informal settings by: ☐ Following classroom listening rules ☐ Following three step instructions according to classroom expectations
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Continuing a conversation through multiple exchanges • Follow one or two step directions
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Speaking and Listening: Communication	
2.SL.3.A Speak effectively in collaborative discussions	
4.0 (EE)	<i>Examples could include:</i> • Contributing to a discussion, having read or studied required material • Express opinions of read-alouds and independent reading
3.0 (ME)	<i>The student will:</i> ☐ Speak clearly and to the point using conventions of language when presenting individually or with a group, for example: ☐ Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions ☐ Taking turns in discussion with a shoulder partner, according to classroom expectations
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Continue a conversation with multiple exchanges • Answer and ask questions during a conversation
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Second Grade Math Proficiency Scales

Number Sense and Operations	• Addition of Two Digit Numbers • Subtraction of Two-Digit Numbers • Place Value - Three Digit Numbers • Add and Subtract Three Digit Numbers	Lessons 6, 8, 9 Lessons 7-9 Lessons 12-15 Lessons 16-18
Data	• Graphing	Lesson 4 Lesson 27
Number Relationships	• Add and Subtract within 20 • Even/Odd and Arrays	Lessons 1-3, 5 Lesson 31 Lesson 32
Geometry and Measurement	• Length • Money • Time • Partitioning Shapes	Lessons 20-26 Lesson 10 Lesson 11 Lessons 29-30

Number Sense and Operations: Addition Of Two-Digit Numbers	
2.NBT.B.6 Demonstrate fluency when ADDING two digit numbers 2.NBT.B.9 Use the Relationship between addition and subtraction to solve problems 2.NBT.C.11 Write and solve problems involving addition and subtraction within 100	
4.0 (EE)	<i>Examples could include:</i> • Add using four (or more) digit numbers • Efficiently and accurately solve problems using three and four digit numbers • Mentally adding larger addends (fluidity with numbers) • Create a real world situation using place value strategies to addition • Create generalized algorithms for the addition of whole numbers of any size
3.0 (ME)	<i>The student will:</i> ☐ Demonstrate fluency with addition within 100 (with and without regrouping) (2.NBT.B6) ☐ Understand properties of addition: (2.NBT.B6) ☐ the order of two addends produce the same sum ☐ addends can be composed or decomposed in various ways and produce the same sum ☐ Communicate his/her reasoning on how they solved problems involving adding two two-digit numbers (2.NBT.B6) ☐ Add up to four two-digit numbers ☐ Construct a model representing real-world and math problems involving addition within 100 (ex... part-part-whole, open number line, number sentence, number bonds, quick sketch of tens and ones) (2.NBT.B.9) ☐ Use the Relationship between addition and subtraction to solve problems (missing addends, fact families) (2.NBT.B.9) ☐ Find sums of measurement within 100 using a number line. (2.GM.C.9) (Fluency refers to accuracy and automaticity and does not require memorization)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>addend, digit, hundreds, tens, ones, place value, total, sum, fact family</i> • Mentally add 10 to a given number • Use the relationship between addition and subtraction to help solve problems • Use information to write and/or solve one-step word problems
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Sense and Operations: Subtracting Two-Digit Numbers	
2.NBT.B.6 Demonstrate fluency when SUBTRACTING two digit numbers 2.NBT.B.9 Use the Relationship between addition and subtraction to solve problems 2.NBT.C.11 Write and solve problems involving addition and subtraction within 100	
4.0 (EE)	<i>Examples could include:</i> • Subtract using four digits and beyond • Solve problems using four digits or more • Create generalized algorithms for the subtraction of whole numbers of any size • Create a real world situation using place value strategies to subtract • Mentally subtracting larger numbers (fluidity with numbers)
3.0 (ME)	<i>The student will:</i> ☐ Demonstrate fluency with subtraction within 100 with and without regrouping (2.NBT.B.6) ☐ Construct a model explaining how to solve a word problem using subtraction (Part-part-whole, open number line, decomposing a number, etc.) (2.NBT.B.9) ☐ Use the relationship between addition and subtraction to solve problems (missing addends, fact families) (2.NBT.B.9) ☐ Communicate his/her reasoning on how they solved problems involving subtracting ☐ Find differences within 100 using a number line. (2.GM.C.9) (Fluency refers to accuracy and automaticity and does not require memorization)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>digit, hundreds, tens, ones, place value, total, difference, fact family</i> • Mentally subtract 10 from a given number • Use the relationship between addition and subtraction to help solve problems • Use information to write and/or solve one-step word problems • Decompose the numbers of a subtraction problem to create groups of ones and tens
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Sense and Operations: Place Value of Three-Digit Numbers	
2.NBT.A.1 Understand Place Value of three digit numbers. 2.NBT.A.5 Compare three digit numbers using the symbols >, , or <	
4.0 (EE)	<i>Examples could include:</i> • Identify place value of four digit numbers • Add and subtract using three and four digit numbers • Solve problems using three and four digit numbers • Comparing four or more digit numbers using >, =, < • Explain how much greater or how much less
3.0 (ME)	<i>The student will:</i> ☐ Demonstrate Place Value of three-digit numbers using manipulatives (2.NBT.A.1) ☐ Demonstrate understanding that three-digit numbers are composed of hundreds (100, 200, 300 ...), tens (10, 20, 30 ...) and ones (0, 1, 2, 3 ...). (2.NBT.A.1) ☐ Compose three digit numbers in multiple ways (Ex. 200 + 40 + 5 OR 1 hundred + 14 tens + 5 ones both equal 245) (2.NBT.A.1) ☐ Decompose three digit numbers in multiple ways (ex. The number 376 can be broken into 300 +70+6 OR 37 tens and 6 ones OR 200+170+6) (2.NBT.A.1) ☐ Count within 1000 by 1s, 10s, and 100s starting with any number. (2.NBT.A.1) ☐ Compare three digit numbers using the symbols >, =, <...emphasizing the “compare” instead of symbols. (2.NBT.A.5) ☐ Show greater or less than using visual representation (2.NBT.A.5) ☐ Order a set of numbers from least to greatest or greatest to least (2.NBT.A.5)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>ones, tens, hundreds, digit, place and value, greater than, less than, equal to, compare,</i> • Explain the difference between a digit and a number, and its value • Identify how many hundreds, how many tens, and how many ones are in a given number • Understand that a two digit number is composed of tens and ones • Calculate 10 more or 10 less than a given number mentally without having to count • Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false • Compare two digit numbers using the symbols >, =, <
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Sense and Operations: Addition/Subtraction of Three-Digits	
2.NBT.B.8 Add and Subtract within 1,000, and justify the solution 2.NBT.B.9 Use the Relationship between addition and subtraction to solve problems	
4.0 (EE)	<i>Examples could include:</i> • Add or Subtract using multi-digit numbers consistently with efficiency and accuracy • Solve problems using multi-digit numbers consistently with efficiency and accuracy • Create generalized algorithms for the subtraction and addition of whole numbers of any size • Create a real world situation using place value strategies to add or subtract
3.0 (ME)	<i>The student will:</i> ☐ Add three-digit numbers within 1,000 with or without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping) (2.NBT.B.8) ☐ Subtract three-digit numbers within 1,000 with or without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping) (2.NBT.B.8) ☐ Justify answers by using concrete, pictorial, verbal, drawn or written means (2.NBT.B.8) ☐ Use the Relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families) (2.NBT.B.9) *Sum and minuend cannot be greater than one thousand
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>ones, tens, hundreds, digit, place, value, add, subtract, sum, difference, regroup</i> • Understand place value of three-digit numbers • Understand that three-digit numbers are composed of hundreds (100, 200, 300 ...), tens (10, 20, 30 ...) and ones (0, 1, 2, 3 ...) • Compose three digit numbers in multiple ways (2 hundreds + 13 tens + 16 ones = 346) • Decompose three digit numbers in multiple ways (Ex. For the number 245 it could be 200 + 40 + 5 or it could be 1 hundred + 14 tens + 5 ones) • Understand a bundle of 10 ones is equal to 1 ten, 10 tens is equal to 100, 10 hundreds is equal to 1,000
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Data: Graphing	
2.DS.A.3: Draw a picture or a bar graph to represent a data set with up to four categories 2.DS.A.4: Solve problems using information represented in line plots, picture graphs and bar graphs 2.DS.A.5: Draw conclusions from line plots, picture graphs and bar graphs	
4.0 (EE)	<i>Examples could include:</i> ● Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories. ● Solve one- and two-step problems using information presented in bar and/or picture graphs ● Create a line plot to represent data independently.
3.0 (ME)	<i>The student will:</i> ☐ Answer questions using information shown on line plots ☐ Answer questions using information shown on picture graphs ☐ Answer questions using information shown on bar graphs ☐ Draw a picture graph or bar graph to represent a set of data (i.e.tally chart) with up to four categories ☐ Generate measurement data to the nearest whole unit and display the data in a line plot ☐ Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers ☐ Draw conclusions from line plots, picture graphs and bar graphs.
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> ● Recall and recognize terms: <i>tally, graphs, picture graph, bar graph, data</i> ● Collect, organize and represent data with up to three categories. ● Draw conclusions from object graphs, picture graphs, T Charts and tallies.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Relationships: Add and Subtract within 20	
2.RA.A.1 Demonstrates Fluency with addition and subtraction within 20 2.NBT.C.11 Write and solve problems involving addition and subtraction within 100	
4.0 (EE)	<i>Examples could include:</i> • Applies understanding of addition and subtraction within 20 to more complex numbers and word problems
3.0 (ME)	<i>The student will:</i> ☐ Use strategies to fluently add and subtract within 20, such as: ☐ Count on ☐ Count back ☐ Fact families ☐ Doubles facts ☐ Near doubles ☐ Make a ten ☐ Missing addends ☐ Solve a one-step word problem using addition or subtraction ☐ Use addition and subtraction to solve a word problem with more than one step (Fluency refers to accuracy and automaticity and does not require memorization)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>strategy, add, subtract, equation, number sentence, addend, sum, difference, compose, decompose, fluency, efficient, accuracy</i> • Using manipulatives to demonstrate addition and subtraction within 20 • Use a variety of strategies to solve addition equations and word problems within 10
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Patterns: Even/Odd and Arrays	
2.RA.B.2 Determine if objects have an odd or even number of members. 2.RA.B.3 Develop Foundations for multiplication and division. Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns and write an equation to represent the total as a sum of equal addends.	
4.0 (EE)	<i>Examples could include:</i> • Using arrays to write multiplication problems. • Find the area of a space using Length X Width • Express repeated addition problems using multiplication • Count by 2s starting with ANY number
3.0 (ME)	<i>The student will:</i> ☐ Count by 2s to 100 starting with any even number ☐ Determine if a set of objects has an odd or even number of members ☐ Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns ☐ When looking at an array, write an equation to represent the total as a sum of equal addends
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>even, odd, objects, equal groups, array, column, row</i> • Group items into pairs • Understand “one left over” • Understand skip counting • Describe groups of objects using repeated addition
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Measurement: Length	
2.GM.B.5 Analyze the results of measuring the same object with different units	
4.0 (EE)	<i>Examples could include:</i> • Measuring and estimating lengths to the $\frac{1}{2}$ unit • Convert measurements from inches, feet, and yards and from centimeters and meters • Stretch and Compare - Students compare the lengths of objects at rest and when stretched to find the differences in length • Students devise different methods to determine accuracy of measurements.
3.0 (ME)	<i>The student will:</i> ☐ Identify measurement tool (ruler, yard stick, meter stick) and its use ☐ Explain that LENGTH can be measured in inches, feet, centimeters and meters ☐ Correctly label units when recording measurements of length ☐ Measure and estimate lengths in standard units (inches, feet, yards, centimeters, and meters) ☐ Measure the length of an object by selecting and using appropriate tools ☐ Analyze the results of measuring the same object with different units ☐ <i>Measure your pencil in inches and centimeters and compare</i> ☐ Use addition and subtraction to 100 to solve problems involving lengths that are given in the same unit ☐ Find sums and differences within 100 using a number line. (2.GM.C.9)
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>centimeter, foot, feet, inch, inches, meter, meter stick, ruler, yardstick, measuring tape, estimate, measure, compare, length, add, subtract</i> • Explain that one endpoint of an object being measured must be aligned with the zero mark of the measuring tool • Order three or more objects by length • Compare the lengths of two objects indirectly by using a third object • Demonstrate the ability to measure length or distance using non standard objects
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Measurement: Money	
2.GM.D.12 and 13: Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately	
4.0 (EE)	<i>Examples could include:</i> - Solve multi-step real world problems involving currency values <i>A girl wants to buy several sheets of stickers that cost 67¢ each. She has one dollar bill, 5 quarters, seven dimes, three nickels and twenty six pennies. How many sheets can she buy and how much money will she have left over?</i> - Convert money using an exchange rate - Count paper money totaling over \$100
3.0 (ME)	<i>The student will:</i> ☐ Calculate the value of a given amount of currency ☐ <i>When given 2 five dollar bills, 1 quarter, 3 dimes, 7 nickels, and 4 pennies, calculate the total of the currency</i> ☐ Find combinations of coins that equal a given amount ☐ <i>50¢ can be shown as two quarters, 5 dimes, 10 nickels or one quarter, two dimes and one nickel</i> ☐ Solve word problems involving addition and subtraction within 100 with quarters, dimes, nickels and pennies ☐ <i>A boy wants to purchase a toy for 89¢ . Determine three different ways he could pay for the items if he has 3 quarters, 4 dimes, 3 nickels and 9 pennies.</i> ☐ Represent \$1 in multiple ways using different combinations ☐ Count coins using pennies, nickels, dimes, and quarters not to total more than \$1
2.5 (NM)	No major errors or omissions regarding score 2.0 content , and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> - Recall and Recognize terms: <i>bill, cent, coin, dime, nickel, quarter, penny, dollar, skip count, currency, equation, equal, \$, ¢</i> - Explain that US currency is expressed in dollars and cents - Explain that 100 cents is equal to one dollar - Identify quarters, dimes, nickels, and pennies (distinguish them from one another) - Name the value of quarters, dimes, nickels, and pennies - Skip count by 5s, 10s and 25s
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Measurement: Telling Time	
2.GM.D.10 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
4.0 (EE)	<i>Examples could include:</i> • Telling time to the minute • Solving problems using elapsed time • Telling time across time zones • Using military time • Create a situation that involves telling time and/or elapsed time
3.0 (ME)	<i>The student will:</i> ☐ Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. ☐ Identify a.m. and p.m. when given a scenario ☐ Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The students will:</i> • Recall and Recognize terms: <i>A.M., P.M., analog clock, digital clock, clock face, hour, half hour, hour hand, minute, minute hand, noon, midday, midnight, number line</i> • Identify components of an analog clock • Identify hour and minute displays of a digital clock • Tell time to the hour and half-hour on an analog and digital clock • Explain that time is recorded by writing the last whole hour and the minutes past that last whole hour separated by a colon, the minutes are always written as a two digit number. • Explain that the minute hand makes one full revolution every hour and that its position indicates the number of minutes past the last whole hour • Explain that the hour hand makes two full revolutions in a day because there are 24 hours in a day • Explain that a.m. indicates the first half of the day (midnight until noon) and p.m. indicates the second half of the day (noon to midnight)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry: Partitioning Shapes	
2.GM.A.3 Partition circles and rectangles into two, three, or four equal shares and count to find the total number of squares.	
4.0 (EE)	<i>Examples could include:</i> • Design figures within a given set of attributes that do not belong to a common category of geometric figures (ex: draw a figure with two long sides of equal length and two short sides of equal length that is not a rectangle) • Recognize and generate 3D shapes and identify their faces • Understand fractions
3.0 (ME)	<i>The student will:</i> ☐ Partition circles and rectangles into ☐ Two equal shares and count to find the total number of squares ☐ Three equal shares and count to find the total number of squares ☐ Four equal shares and count to find the total number of squares ☐ Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares ☐ Recognize and draw shapes having specified attributes, such as a given number or angles or sides
2.5 (NM)	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>circle, cone, cylinder, edge, face, equal sides, equal angles, angles, hexagon, pentagon, polygon, quadrilateral, rectangle, rhombus, right angle, side, sphere, square, 2D, 3D, trapezoid, triangle, vertex, vertices</i> • Identify 2D shapes and their attributes (sides, vertices) • Identify 3D shapes and their attributes (sides, vertices, edges, faces) • Identify difference between 2D and 3D shapes • Understand the attributes that define shapes (number and size of sides) and those that do not define shapes (color)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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2nd Grade

Science Priority Standards	
Life Science	Life Science
Earth Science	Earth Science
Physical Science	Physical Science
Engineering and Design	Engineering and Design

Earth Science	
4.0 (EE)	<i>Examples could include:</i> • Evaluate and use information from several sources to provide evidence that Earth events can occur quickly or slowly • Evaluate and use information from several sources to provide evidence that wind and water change the shape of the land • Compare and contrast multiple solutions and their effectiveness
3.0 (ME)	<i>The student will:</i> ☐ 2.ESS1.C1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. ☐ Make observations and interpret data to support examples of how the Earth has changed ☐ Make observations from several science experiments or several written sources to provide evidence of how the Earth has changed ☐ Explain examples of Earth events that occur quickly or slowly, such as volcanic explosions and earthquakes ☐ Develop a model to represent the shapes and kinds of land and bodies of water in an area. ☐ 2.ESS2.A1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. ☐ Obtain information to identify where water is found on Earth and that it can be solid or liquid. ☐ Design a way to slow wind or water from changing the shape of the land. (Examples could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> Recall and Recognize terms: <i>compare, erosion, solution, weathering, earthquake, volcanic eruption, volcano, weathering</i> • Recall some Earth events occur quickly (e.g., the occurrence of flood, severe storms, volcanic eruptions, earthquakes, landslides, and erosion of soil) and the results of those events; • Recall some Earth events occur slowly (e.g., weathering and erosion of rocks) and the results of those events; The relative amount of time it takes for given Earth events to occur (e.g., slowly, quickly, hours, days, years); • Observe changes that occur on Earth using many sources • Predict how the Earth has changed over time
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Life Science	
4.0 EE	<i>Examples could include:</i> • Predict and conduct experiments that demonstrates how actual seeds get from one place to another. • Designs their own experiment showing that plants need water, carbon dioxide, and sunlight
3.0 ME	<i>The student will:</i> ☐ 2.LS.A.1 Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water). ☐ 2.LS.A.2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize terms: <i>seeds, plants, observe, investigate, disperse, data</i> • Recognize and identify that plants have basic needs to survive • Understand that seeds need to travel from the main plant to grow new plants • Label the parts of a plant
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Physical Science	
4.0 EE	<i>Examples could include:</i> • Construct an investigation that demonstrates the increase of temperature of an object • Argue from evidence that some objects increase temperature, and some do not • Analyze and interpret data of temperature increase (in Fahrenheit) of an object heated by an energy source
3.0 ME	<i>The student will:</i> ☐ 2.PS1.A.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. ☐ 2.PS2.A.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and recognize specific vocabulary: <i>properties, insulation, liquid, solid, gas, matter, mass</i> • Identify common properties of objects such as texture, weight, color, thickness • Compare properties of objects to determine use • Describe how water can exist in solid, liquid or gas
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Engineering and Design	
4.0 EE	<i>Examples could include:</i> • Evaluate multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem • Formulate a relevant question through observations that can be tested by an investigation • Evaluate investigations collaboratively to produce data to serve as the basis for evidence, using fair tests which variables are controlled and the number of trials are considered
3.0 ME	<i>The student will:</i> ☐ 2.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ☐ 2.ETS1.B.1 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ☐ 2.ETS1.C.1 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> • Recall and Recognize specific vocabulary: <i>engineer, prototype, design, test, evaluate, strength, weakness, function, observation</i> • Identify specific problems and discuss solutions • Describe how an object might function to solve a certain problem
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed.

Social Studies Priority Standards
Identify, select, analyze and evaluate resources to create a product of social science inquiry.
Use visual tools to communicate information and ideas
Understanding and supporting fact, opinion, bias and point of view in sources
Conducting and presenting research with appropriate resources
Developing a research plan and identifying resources
Units
<u>Communities</u>
<u>Geography</u>
<u>Native Americans</u>
<u>Government</u>
<u>Economics</u>

2. TS. 7. A. a Identify, select, analyze and evaluate resources to create a product of social science inquiry.	
4.0 (EE)	<i>Examples could include:</i> • Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. • Create and use artifacts to share information on social studies' topics (building structures and materials, works of art representation of cultures, fossils, pottery, tools, clothing, and musical instruments.)
3.0 (ME)	<i>The student will:</i> ☐ Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support ☐ Select and use artifacts to share information on social studies's topics
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support from an adult • Identify and use artifacts to share information on Social studies topics
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
Communities Government	Native Americans Geography	Economics

2. TS. 7. B. a Use visual tools to communicate information and ideas	
4.0 (EE)	<i>Examples could include:</i> • With guidance and support, use visual tools and information texts to interpret, draw, conclusions, make predictions, and communicate information and ideas.
3.0 (ME)	<i>The student will:</i> ☐ Use visual tools and information texts to communicate information
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Create visual tools to communicate information
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
Communities Government	Native Americans Geography	Economics

2. TS. 7. C. a Understanding and supporting fact, opinion, bias and point of view in sources.	
4.0 (EE)	<i>Examples could include:</i> - Identify facts and opinions in social studies' topics - Identify point of view in social studies' topics
3.0 (ME)	<i>The student will:</i> ☐ Explain the difference between fact and opinion in social studies' topics ☐ Explain the concept of point of view in social studies' topics
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> Understand the vocabulary: fact, opinion, point of view
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
Communities Government	Native Americans Geography	Economics

2. TS. 7.D. a Conducting and presenting research with appropriate resources	
4.0 (EE)	<i>Examples could include:</i> • Present social studies research to an audience using appropriate sources
3.0 (ME)	<i>The student will:</i> ☐ Share research about a social studies' topic.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Share findings about a social studies topics
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
Communities Government	Native Americans Geography	Economics

2. TS. 7. E. a Developing a research plan and identifying resources	
4.0 (EE)	<i>Examples could include:</i> • Generate supporting questions about social studies' topics • Use steps in a process to investigate a social studies' question • Use appropriate sources to investigate social studies' questions
3.0 (ME)	<i>The student will:</i> ☐ Develop supporting questions about social studies' topics with assistance ☐ Describe a process to answer those questions
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Ask supporting questions and find answers about social studies topics with assistance
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<u>Content Topics by Trimester</u>		
Trimester One	Trimester Two	Trimester Three
• Communities • Government	• Geography • Native Americans	• Economics

Communities

The student will:

- ☐ **2.PC.1.B Explain and give examples of how laws and rules are made and changed within a community.** Examples include:
 - Identify communities in which students are a part
 - Identify leaders of their community
 - Discuss processes that citizens go through to make changes to rules and laws in their communities
 - Discuss how citizens impact change, promoting the common good
 - Identify a problem within their community
 - Give examples of a new rule or law as a solution
- ☐ **2.PC.1.D.a Analyze how being an active and informed citizen makes a difference in your community.** Examples include:
 - Review examples of active and informed citizens in your community
 - Participate in service learning activities (e.g., community service, making blankets, can food drive)
 - Participate and discuss mock voting/majority rules
 - Discuss responsibilities of citizens
 - Conduct class projects to show process of improving/benefitting community and voting for or against the project
 - Discuss pros/cons of actively participating in their communities
 - Read informational texts about active/informed citizens in their own community

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Government

The student will:

- ☐ **2.GS.2.D Identify and explain the CONCEPT of branches and functions of government**
 - Research each branch of government
 - Create a diagram of the three branches of government and their functions (duties and responsibilities)
 - Match functions with the three branches of government
 - Relate to Constitution Day Activities

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Native Americans

The student will:

- ☐ **2.H.3.B - Compare and contrast the changing habitats, resources, art, and daily lives of native American people in regions of the US**
 - Identify the habitats, resources, artifacts, and daily lives of Native American people in ANY of the six main regions of the United States: (Northeast Woodlands, Southeast Woodlands, Southwest, Plains, Northwest Coast, California Intermountain)
 - Compare and contrast the lives of Native Americans today with their past culture

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Geography

The student will:

- ☐ **2.EG.5.A - Identify the properties and use of different types of maps for a variety of purposes**
 - Discuss different maps and their purposes and uses
 - Maps may include school maps, community maps, state maps, country maps, world maps, geographical maps, agricultural maps, physical maps, weather maps
 - Match maps with purposes and uses
 - Compare different maps to identify their purposes and uses
 - Read and construct maps with title and key
- ☐ **2.EG.5.Ba - Name and locate regions your community**
 - Look for unifying characteristics of areas within local communities: county, townships, historical landmarks
 - Identify regions in the community on a map
- ☐ **2.EG.5.Bb - Name and locate regions of the world including the 7 Continents, 5 Oceans**
 - ☐ Hemispheres: North and South, Equator
 - ☐ Oceans: Pacific, Atlantic, Arctic, Indian, Southern
 - ☐ Continents: North America, South America, Asia, Europe, Africa, Australia, Antarctica

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Economics

The student will:

- ☐ **2.E.4Aa Describe consumption and production and the relationship to goods and services within your region**
- ☐ **2.E.4Ab Demonstrate how people use money to buy and sell goods and services**
 - Conduct a classroom economy simulation (buying and selling)
 - Conduct a classroom store simulation
 - Review and discuss needs and wants
 - Discuss the relevance of goods and services (e.g., buying a desired object, having someone repair your tablet and paying them)
- ☐ **2.E.4Ac Demonstrate how people barter to exchange goods and services**
 - Conduct a classroom barter simulation
 - Discuss the history of the barter system in variety of cultures
- ☐ **2.E.4Ad Explain the relationship of income, labor, and wages**
 - Construct a story to show how income, labor and wages are interrelated (could include a sequence map)

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