

Green Township School District
Grade 2 Marking Period English Language Arts Benchmarks

Report Card Indicators			
Progress Indicators Reading Literature Texts			
Standard:	MP #1	MP #2	MP #3
RL.2.1 Ask and answer such questions as who, what, where when, why and how to demonstrate understanding key details in a text.	<ul style="list-style-type: none"> ● Identify key details in particular text ● Ask who, what, where, and when, questions to demonstrate understanding of key details in a text. ● Answer who, what, where, and when questions to demonstrate understanding of key details in a text. 		<ul style="list-style-type: none"> ● Identify key details in particular text ● Ask who, what, where, when, why and how questions to demonstrate understanding of key details in a text. ● Answer who, what, where, when, why and how questions to demonstrate understanding of key details in a text.
RL.2.3 Describe how characters in a story respond to major events and challenges using key details.	<ul style="list-style-type: none"> ● Describe how characters in a story respond to major events and challenges using key details 		<ul style="list-style-type: none"> ● Describe how characters in a story respond to major events and challenges using key details
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> ● Describe how words supply rhythm and meaning in a story. ● Describe how words supply rhythm and meaning in a poem. ● Describe how words supply rhythm and meaning in a song. ● Describe how phrases 		<ul style="list-style-type: none"> ● Describe how words supply rhythm and meaning in a story. ● Describe how words supply rhythm and meaning in a poem. ● Describe how words supply rhythm and meaning in a song. ● Describe how phrases

	<p>supply rhythm and meaning in a story.</p> <ul style="list-style-type: none"> ● Describe how phrases supply rhythm and meaning in a poem. ● Describe how phrases supply rhythm and meaning in a song. 		<p>supply rhythm and meaning in a story.</p> <ul style="list-style-type: none"> ● Describe how phrases supply rhythm and meaning in a poem. ● Describe how phrases supply rhythm and meaning in a song
<p>RL 2.5 Describe the overall structure of a story,including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>	<ul style="list-style-type: none"> ● Describe the overall structure of a story,including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. 		<ul style="list-style-type: none"> ● Describe the overall structure of a story,including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
<p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<ul style="list-style-type: none"> ● Acknowledge differences in the points of view of characters 		<ul style="list-style-type: none"> ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<p>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.</p>	<ul style="list-style-type: none"> ● Use information gained from the illustrations in a print or digital text to demonstrate understanding of its characters ● Use information gained from the illustrations and words in a print or digital text to demonstrate 		<ul style="list-style-type: none"> ● Use information gained from the illustrations in a print or digital text to demonstrate understanding of its characters ● Use information gained from the illustrations and words in a print or digital text to demonstrate

	<p>understanding of its setting.</p> <ul style="list-style-type: none"> ● Use information gained from the illustrations in a print or digital text to demonstrate understanding of its plot. ● Use information gained from the words in a print or digital text to demonstrate understanding of its characters. ● Use information gained from the words in a print or digital text to demonstrate understanding of its setting. ● Use information gained from the words in a print or digital text to demonstrate understanding of its plot. 		<p>understanding of its setting.</p> <ul style="list-style-type: none"> ● Use information gained from the illustrations in a print or digital text to demonstrate understanding of its plot. ● Use information gained from the words in a print or digital text to demonstrate understanding of its characters. ● Use information gained from the words in a print or digital text to demonstrate understanding of its setting. ● Use information gained from the words in a print or digital text to demonstrate understanding of its plot.
RL.2.8. (Not applicable to literature)			
<p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> ● 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. 		<ul style="list-style-type: none"> ● 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
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed 		<ul style="list-style-type: none"> ● Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed

Progress Indicators for Reading Informational Text

<p>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.</p>		<ul style="list-style-type: none"> ● Identify key details in particular text ● Ask who, what, where, and when, questions to demonstrate understanding of key details in a text. ● Answer who, what, where, and when questions to demonstrate understanding of key details in a text. 	<ul style="list-style-type: none"> ● Identify key details in particular text ● Ask who, what, where, when, why and how questions to demonstrate understanding of key details in a text. ● Answer who, what, where, when, why and how questions to demonstrate understanding of key details in a text.
<p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>		<ul style="list-style-type: none"> ● Identify the main topic of a multiparagraph text ● Identify the focus of specific paragraphs within the text. 	<ul style="list-style-type: none"> ● Identify the main topic of a multiparagraph text ● Identify the focus of specific paragraphs within the text.
<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>		<ul style="list-style-type: none"> ● Describe the connection between a series of historical events in a text. ● Describe the connection between a series of scientific ideas or concepts in a text. ● Describe the connection between a series of steps in technical procedures in a text. 	<ul style="list-style-type: none"> ● Describe the connection between a series of historical events in a text. ● Describe the connection between a series of scientific ideas or concepts in a text. ● Describe the connection between a series of steps in technical procedures in a text.
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>		<ul style="list-style-type: none"> ● Determine the meaning of words in a text relevant to a grade 2 topic or subject area. 	<ul style="list-style-type: none"> ● Determine the meaning of words in a text relevant to a grade 2 topic or subject area.

		<ul style="list-style-type: none"> ● Determine the meaning of phrases in a text relevant to a grade 2 topic or subject area. 	<ul style="list-style-type: none"> ● Determine the meaning of phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		<ul style="list-style-type: none"> ● Know various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). ● Use various text features to locate key facts or information in a text efficiently. 	<ul style="list-style-type: none"> ● Know various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). ● Use various text features to locate key facts or information in a text efficiently.
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		<ul style="list-style-type: none"> ● Identify the main purpose of a text. ● Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 	<ul style="list-style-type: none"> ● Identify the main purpose of a text. ● Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		<ul style="list-style-type: none"> ● Explain how specific illustrations and images contribute to a text. ● Explain how specific illustrations and images clarify a text. 	<ul style="list-style-type: none"> ● Explain how specific illustrations and images contribute to a text. ● Explain how specific illustrations and images clarify a text.
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.		<ul style="list-style-type: none"> ● Describe the logical connections of how reasons support specific points the author makes in a text. ● Identify the logical connections of how reasons support specific points the author makes in a text. 	<ul style="list-style-type: none"> ● Describe the logical connections of how reasons support specific points the author makes in a text. ● Identify the logical connections of how reasons support specific points the author makes in a text.

<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>		<ul style="list-style-type: none"> ● Identify the most important points presented by two texts on the same topic. ● 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. 	<ul style="list-style-type: none"> ● Identify the most important points presented by two texts on the same topic. ● 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.
<p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p>		<ul style="list-style-type: none"> ● Read informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. ● Comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. 	<ul style="list-style-type: none"> ● Read informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. ● Comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
<p>Progress Indicators for Reading Foundational Skills</p>			
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with</p>	<ul style="list-style-type: none"> ● Know grade-level phonics in decoding words. ● Apply grade-level phonics in decoding words. ● Know word analysis skills in decoding words. ● Apply word analysis skills in decoding words. 	<ul style="list-style-type: none"> ● Know grade-level phonics in decoding words. ● Apply grade-level phonics in decoding words. ● Know word analysis skills in decoding words. ● Apply word analysis skills in decoding words. 	<ul style="list-style-type: none"> ● Know grade-level phonics in decoding words. ● Apply grade-level phonics in decoding words. ● Know word analysis skills in decoding words. ● Apply word analysis skills in decoding words.

<p>long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> ● Know spelling-sound correspondences for common vowel teams. ● Decode regularly spelled two-syllable words with long vowels. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> ● Know spelling-sound correspondences for common vowel teams. ● Decode regularly spelled two-syllable words with long vowels. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words 	<ul style="list-style-type: none"> ● Know spelling-sound correspondences for common vowel teams. ● Decode regularly spelled two-syllable words with long vowels. ● Decode words with common prefixes and suffixes. ● Identify words with inconsistent but common spelling-sound correspondences. ● Recognize and read grade-appropriate irregularly spelled words
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ul style="list-style-type: none"> ● Read with sufficient accuracy to support comprehension. ● Read with sufficient fluency to support comprehension. ● Read grade-level text with purpose. ● Read grade-level text with understanding. ● Read grade-level text orally with accuracy. ● Read grade-level text orally with appropriate rate. ● Read grade-level text orally with expression ● Use context to confirm or self-correct word recognition and 	<ul style="list-style-type: none"> ● Read with sufficient accuracy to support comprehension. ● Read with sufficient fluency to support comprehension. ● Read grade-level text with purpose. ● Read grade-level text with understanding. ● Read grade-level text orally with accuracy. ● Read grade-level text orally with appropriate rate. ● Read grade-level text orally with expression ● Use context to confirm or self-correct word recognition and 	<ul style="list-style-type: none"> ● Read with sufficient accuracy to support comprehension. ● Read with sufficient fluency to support comprehension. ● Read grade-level text with purpose. ● Read grade-level text with understanding. ● Read grade-level text orally with accuracy. ● Read grade-level text orally with appropriate rate. ● Read grade-level text orally with expression ● Use context to confirm or self-correct word recognition and

	understanding, rereading as necessary	understanding, rereading as necessary	understanding, rereading as necessary
Progress Indicators for Writing			
<p>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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>		<ul style="list-style-type: none"> ● Write opinion pieces in which students introduce the topic or book they are writing about, ● Write opinion pieces in which students state an opinion. ● Write opinion pieces in which students supply reasons that support the opinion. ● Write opinion pieces in which students use linking words (e.g., because, and, also) to connect opinion and reasons. ● Write opinion pieces in which students provide a conclusion. 	<ul style="list-style-type: none"> ● Write opinion pieces in which students introduce the topic or book they are writing about, ● Write opinion pieces in which students state an opinion. ● Write opinion pieces in which students supply reasons that support the opinion. ● Write opinion pieces in which students use linking words (e.g., because, and, also) to connect opinion and reasons. ● Write opinion pieces in which students provide a conclusion.
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>		<ul style="list-style-type: none"> ● Write informative/explanatory texts in which students introduce a topic, ● Write informative/explanatory texts in which students use evidence-based facts ● Write informative/explanatory texts in which students use definitions to develop 	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which students introduce a topic, ● Write informative/explanatory texts in which students use evidence-based facts ● Write informative/explanatory texts in which students use definitions to develop

		<p>points.</p> <ul style="list-style-type: none"> ● Write informative/explanatory texts in which students and provide a conclusion. 	<p>points.</p> <ul style="list-style-type: none"> ● Write informative/explanatory texts in which students and provide a conclusion.
<p>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 words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Write narratives in which students recount a well-elaborated event or short sequence of events. ● Write narratives in which students include details to describe actions, thoughts and feelings. ● Write narratives in which students use temporal words to signal event order. ● Write narratives in which students provide a sense of closure. 	<ul style="list-style-type: none"> ● Write narratives in which students recount a well-elaborated event or short sequence of events. ● Write narratives in which students include details to describe actions, thoughts and feelings. ● Write narratives in which students use temporal words to signal event order. ● Write narratives in which students provide a sense of closure. 	<ul style="list-style-type: none"> ● Write narratives in which students recount a well-elaborated event or short sequence of events. ● Write narratives in which students include details to describe actions, thoughts and feelings. ● Write narratives in which students use temporal words to signal event order. ● Write narratives in which students provide a sense of closure.
<p>W.2.4. (Begins in grade 3)</p>			
<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> ● Students focus on a topic through self-reflection. ● Students focus on a topic through revision. ● Students focus on a topic through editing. ● Students strengthen writing through self-reflection. ● Students strengthen writing through revising. ● Students strengthen writing through editing. 	<ul style="list-style-type: none"> ● Students focus on a topic through self-reflection. ● Students focus on a topic through revision. ● Students focus on a topic through editing. ● Students strengthen writing through self-reflection. ● Students strengthen writing through revising. ● Students strengthen writing through editing. 	<ul style="list-style-type: none"> ● Students focus on a topic through self-reflection. ● Students focus on a topic through revision. ● Students focus on a topic through editing. ● Students strengthen writing through self-reflection. ● Students strengthen writing through revising. ● Students strengthen writing through editing.

<p>W.2.6 With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Students use a variety of digital tools to produce and publish writing. ● Students use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> ● Students use a variety of digital tools to produce and publish writing. ● Students use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> ● Students use a variety of digital tools to produce and publish writing. ● Students use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<ul style="list-style-type: none"> ● Participate in shared research and writing projects. 	<ul style="list-style-type: none"> ● Participate in shared research and writing projects. 	<ul style="list-style-type: none"> ● Participate in shared research and writing projects.
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>		<ul style="list-style-type: none"> ● Recall information from experiences to answer a question. ● Gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> ● Recall information from experiences to answer a question. ● Gather information from provided sources to answer a question.
<p>W.2.9. (Begins in grade 4)</p>			
<p>W.2.10. (Begins in grade 3)</p>			
<p>Progress Indicators for Speaking and Listening</p>			
<p>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 norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one</p>	<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers 	<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers 	<ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers

<p>at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>in small groups.</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers in larger groups. ● 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. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. 	<p>in small groups.</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers in larger groups. ● 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. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. 	<p>in small groups.</p> <ul style="list-style-type: none"> ● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers in larger groups. ● 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. ● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
<p>SL.2.2.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Recount key ideas or details from a text read aloud ● Recount key ideas or details from information presented orally or through other media. 	<ul style="list-style-type: none"> ● Recount key ideas or details from a text read aloud ● Recount key ideas or details from information presented orally or through other media. 	<ul style="list-style-type: none"> ● Recount key ideas or details from a text read aloud ● Recount key ideas or details from information presented orally or through other media.

	<ul style="list-style-type: none"> ● Describe key ideas or details from a text read aloud. ● Describe key ideas or details from information presented orally or through other media. 	<ul style="list-style-type: none"> ● Describe key ideas or details from a text read aloud. ● Describe key ideas or details from information presented orally or through other media. 	<ul style="list-style-type: none"> ● Describe key ideas or details from a text read aloud. ● Describe key ideas or details from information presented orally or through other media.
<p>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.</p>	<ul style="list-style-type: none"> ● Ask questions about what a speaker says in order to clarify comprehension of a topic or issue. ● Ask questions about what a speaker says in order to gather additional information of a topic or issue. ● Ask questions about what a speaker says in order to deepen understanding of a topic or issue. ● Answer questions about what a speaker says in order to clarify comprehension of a topic or issue. ● Answer questions about what a speaker says in order to gather additional information of a topic or issue. ● Answer questions about what a speaker says in order to deepen understanding of a topic or issue. 	<ul style="list-style-type: none"> ● Ask questions about what a speaker says in order to clarify comprehension of a topic or issue. ● Ask questions about what a speaker says in order to gather additional information of a topic or issue. ● Ask questions about what a speaker says in order to deepen understanding of a topic or issue. ● Answer questions about what a speaker says in order to clarify comprehension of a topic or issue. ● Answer questions about what a speaker says in order to gather additional information of a topic or issue. ● Answer questions about what a speaker says in order to deepen understanding of a topic or issue. 	<ul style="list-style-type: none"> ● Ask questions about what a speaker says in order to clarify comprehension of a topic or issue. ● Ask questions about what a speaker says in order to gather additional information of a topic or issue. ● Ask questions about what a speaker says in order to deepen understanding of a topic or issue. ● Answer questions about what a speaker says in order to clarify comprehension of a topic or issue. ● Answer questions about what a speaker says in order to gather additional information of a topic or issue. ● Answer questions about what a speaker says in order to deepen understanding of a topic or issue.

<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> ● Tell a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 	<ul style="list-style-type: none"> ● Tell a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 	<ul style="list-style-type: none"> ● Tell a story with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ● Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Use multimedia; add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings. ● Use multimedia; add drawings or other visual displays to recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> ● Use multimedia; add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings. ● Use multimedia; add drawings or other visual displays to recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> ● Use multimedia; add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings. ● Use multimedia; add drawings or other visual displays to recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
<p>Progress Indicators for Language</p>			
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g.,</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate command of the conventions of standard 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate command of the conventions of standard 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate command of the conventions of standard

<p>group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>English grammar when speaking.</p> <ul style="list-style-type: none"> ● Use collective nouns (e.g., group). ● Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ● Use reflexive pronouns (e.g., myself, ourselves). ● Form the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use adjectives and adverbs, and choose between them depending on what is to be modified. ● Produce complete simple sentences ● Produce, complete compound sentences ● Expand, complete simple sentences ● Expand, complete compound sentences ● Rearrange complete simple sentences ● Rearrange complete compound sentences 	<p>English grammar when speaking.</p> <ul style="list-style-type: none"> ● Use collective nouns (e.g., group). ● Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ● Use reflexive pronouns (e.g., myself, ourselves). ● Form the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use adjectives and adverbs, and choose between them depending on what is to be modified. ● Produce complete simple sentences ● Produce, complete compound sentences ● Expand, complete simple sentences ● Expand, complete compound sentences ● Rearrange complete simple sentences ● Rearrange complete compound sentences 	<p>English grammar when speaking.</p> <ul style="list-style-type: none"> ● Use collective nouns (e.g., group). ● Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ● Use reflexive pronouns (e.g., myself, ourselves). ● Form the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ● Use adjectives and adverbs, and choose between them depending on what is to be modified. ● Produce complete simple sentences ● Produce, complete compound sentences ● Expand, complete simple sentences ● Expand, complete compound sentences ● Rearrange complete simple sentences ● Rearrange complete compound sentences
<p>L.2.2. Demonstrate command of the</p>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard

<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Use commas in greetings and closings of letters.</p> <p>C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>English capitalization when writing.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English punctuation when writing. ● Demonstrate command of the conventions of standard English spelling when writing. ● Capitalize holidays. ● Capitalize product names. ● Capitalize geographic names. ● Use commas in greetings of letters. ● Use commas in closings of letters. ● Use an apostrophe to form contractions. ● Use an apostrophe to form frequently occurring possessives. ● Generalize learned spelling patterns when writing words ● Consult print and digital resources as needed to check and correct spellings. 	<p>English capitalization when writing.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English punctuation when writing. ● Demonstrate command of the conventions of standard English spelling when writing. ● Capitalize holidays. ● Capitalize product names. ● Capitalize geographic names. ● Use commas in greetings of letters. ● Use commas in closings of letters. ● Use an apostrophe to form contractions. ● Use an apostrophe to form frequently occurring possessives. ● Generalize learned spelling patterns when writing words ● Consult print and digital resources as needed to check and correct spellings. 	<p>English capitalization when writing.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English punctuation when writing. ● Demonstrate command of the conventions of standard English spelling when writing. ● Capitalize holidays. ● Capitalize product names. ● Capitalize geographic names. ● Use commas in greetings of letters. ● Use commas in closings of letters. ● Use an apostrophe to form contractions. ● Use an apostrophe to form frequently occurring possessives. ● Generalize learned spelling patterns when writing words ● Consult print and digital resources as needed to check and correct spellings.
<p>L.2.3.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Compare formal and informal uses of English.</p>	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing. ● Use knowledge of language and its conventions when speaking. 	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing. ● Use knowledge of language and its conventions when speaking. 	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing. ● Use knowledge of language and its conventions when speaking.

	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when reading. ● Use knowledge of language and its conventions when listening. ● Compare formal and informal uses of English. 	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when reading. ● Use knowledge of language and its conventions when listening. ● Compare formal and informal uses of English. 	<ul style="list-style-type: none"> ● Use knowledge of language and its conventions when reading. ● Use knowledge of language and its conventions when listening. ● Compare formal and informal uses of English.
<p>L.2.4. Determine 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. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and</p>	<ul style="list-style-type: none"> ● Determine the meaning of unknown words based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of multiple-meaning words based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of unknown phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of multiple-meaning phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Clarify the meaning of unknown words based on grade 2 reading and content, choosing flexibly from an array of strategies. 	<ul style="list-style-type: none"> ● Determine the meaning of unknown words based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of multiple-meaning words based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of unknown phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of multiple-meaning phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Clarify the meaning of unknown words based on grade 2 reading and content, choosing flexibly from an array of strategies. 	<ul style="list-style-type: none"> ● Determine the meaning of unknown words based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of multiple-meaning words based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of unknown phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Determine the meaning of multiple-meaning phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. ● Clarify the meaning of unknown words based on grade 2 reading and content, choosing flexibly from an array of strategies.

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- Clarify the meaning of multiple-meaning words based on grade 2 reading and content, choosing flexibly from an array of strategies.
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- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,

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<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> Demonstrate understanding of figurative language in word meanings. Demonstrate understanding of word relationships in word meanings. Demonstrate understanding of nuances in word meanings. Identify real-life connections between words and their use Distinguish shades of meaning among closely related verbs. Distinguish shades of meaning among closely related adjectives. 	<ul style="list-style-type: none"> Demonstrate understanding of figurative language in word meanings. Demonstrate understanding of word relationships in word meanings. Demonstrate understanding of nuances in word meanings. Identify real-life connections between words and their use Distinguish shades of meaning among closely related verbs. Distinguish shades of meaning among closely related adjectives. 	<ul style="list-style-type: none"> Demonstrate understanding of figurative language in word meanings. Demonstrate understanding of word relationships in word meanings. Demonstrate understanding of nuances in word meanings. Identify real-life connections between words and their use Distinguish shades of meaning among closely related verbs. Distinguish shades of meaning among closely related adjectives.
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<ul style="list-style-type: none"> Use words acquired through conversations, including using adjectives and adverbs to describe Use words acquired through reading and being read to, including using adjectives and adverbs to describe Use words acquired 	<ul style="list-style-type: none"> Use words acquired through conversations, including using adjectives and adverbs to describe Use words acquired through reading and being read to, including using adjectives and adverbs to describe Use words acquired 	<ul style="list-style-type: none"> Use words acquired through conversations, including using adjectives and adverbs to describe Use words acquired through reading and being read to, including using adjectives and adverbs to describe Use words acquired

	<p>through responding to texts, including using adjectives and adverbs to describe</p> <ul style="list-style-type: none">● Use phrases acquired through conversations, including using adjectives and adverbs to describe● Use phrases acquired through reading and being read to, including using adjectives and adverbs to describe● Use phrases acquired through responding to texts, including using adjectives and adverbs to describe	<p>through responding to texts, including using adjectives and adverbs to describe</p> <ul style="list-style-type: none">● Use phrases acquired through conversations, including using adjectives and adverbs to describe● Use phrases acquired through reading and being read to, including using adjectives and adverbs to describe● Use phrases acquired through responding to texts, including using adjectives and adverbs to describe	<p>through responding to texts, including using adjectives and adverbs to describe</p> <ul style="list-style-type: none">● Use phrases acquired through conversations, including using adjectives and adverbs to describe● Use phrases acquired through reading and being read to, including using adjectives and adverbs to describe● Use phrases acquired through responding to texts, including using adjectives and adverbs to describe
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