

## Reading Foundations: Phonics

**2.RF.4.3**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

Required Vocabulary: vowel, syllable

## Reading Foundations: Phonics

**2.RF.4.4**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

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

**2.RF.5**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

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

### Reading Literature: Key Ideas & Textual Support

**2.RL.2.1**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

Required Vocabulary: main idea, answer, ask, detail, question, text

**2.RL.2.2**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

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

## Reading Literature: Key Ideas &amp; Textual Support

**2.RL.2.4**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to make a prediction
0	Even with help, no skill or understanding is demonstrated.

Required Vocabulary: prediction, text features, confirm, prior knowledge, text evidence, explain

**2.RN.2.1**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

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

## Reading Nonfiction: Features & Structures

**2.RN.3.1**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
2	The student will use various text features to locate key facts or information.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

Required Vocabulary: captions, bold print, index, glossary, table of contents, title page, timeline, clarify

**2.RN.3.3**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Identify what the author wants to answer, explain, or describe in the text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

Required Vocabulary: answer, explain, describe, author

### Reading Nonfiction: Connection of Ideas

**2.RN.4.2**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Compare and contrast the most important points presented by two texts on the same topic.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

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

**2.RV.2.1**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations. The student can explain how context clues and text features help to determine the meanings of unknown words.
3	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

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

## Reading Vocabulary: Vocabulary Building

**2.RV.2.2**

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

Scale Score	Standard
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

Required Vocabulary: synonyms, antonyms, multiple-meaning words