



Report Card Companion Doc: Grade 2

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Foundational Skills: Reading

USES GRADE-LEVEL PHONICS AND WORD ANALYSIS SKILLS TO DECODE UNKNOWN WORDS
(*Phonics and Word Recognition*)

Standard L.RF.2.3

| 1 | 2 | 3 | 4 |
|---|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Know(s) spelling-sound correspondences for common vowel teams - Decode(s) regularly spelled 2-syllable words with long vowels - Decode(s) words with common prefixes and suffixes - Identify(ies) words with inconsistent but common spelling-sound correspondences - Recognize(s) and read(s) grade-appropriate irregularly spelled words - Read(s) high-frequency and grade-level irregular words with automaticity - Identify(ies) the regular and irregular parts of high-frequency words | | | |

READS WITH ACCURACY AND FLUENCY (*Fluency*)

Standard L.RF.2.4

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Read(s) grade-level texts with purpose and understanding - Read(s) grade-level texts orally with accuracy, appropriate rate, and expression - Use(s) context to confirm or self-correct word recognition and understanding, rereading as necessary | | | |

Reading Domain

ASKS AND ANSWERS QUESTIONS ABOUT KEY DETAILS, REFERRING EXPLICITLY TO THE TEXT

Standard: RL.CR.2.1, RI.CR.2.1

| 1 | 2 | 3 | 4 |
|---|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Ask(s) and answer(s) questions to demonstrate understanding of <u>key details</u> in a literary text and in an informational text - Refer(s) explicitly to the text as the basis for the answers | | | |

RECOUNTS A TEXT IN ORAL AND WRITTEN FORM AND IDENTIFIES CENTRAL MESSAGE/MAIN TOPIC

Standard RL.CL.2.2, RI.CL.2.2

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Recount(s) a literary and an informational text <u>in oral and written form</u> - Determine(s) central message in a literary text (e.g., fables and folktales from diverse cultures) - Determine(s) main topic in a multi-paragraph informational text (focusing on specific paragraphs) | | | |

DESCRIBE CHARACTERS' RESPONSES TO EVENTS AND CONNECTIONS BETWEEN A SERIES OF HISTORICAL/SCIENTIFIC EVENTS OR IDEAS

Standard RL.IT.2.3, RI.IT.2.3

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Describe(s) how characters in a literary text respond to major events and challenges, <u>using key details</u> from the text - Describe(s) the connection between a series of historical events, scientific ideas or concepts, and steps in a sequence within an informational text | | | |

DESCRIBE OVERALL TEXT STRUCTURE AND USES TEXT FEATURES TO LOCATE INFORMATION

Standard RL.TS.2.4, RI.TS.2.4

| 1 | 2 | 3 | 4 |
|---|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Describe(s) overall structure of a literary text, including: <ul style="list-style-type: none"> - How the beginning introduces the story - How the ending concludes the action - How each subsequent part builds on earlier parts - Describe(s) the overall structure of an informational text and effectively uses text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information | | | |

ACKNOWLEDGES DIFFERENCES IN CHARACTERS' POINTS OF VIEW AND IDENTIFIES THE MAIN PURPOSE OF TEXT

Standard RL.PP.2.5, RI.PP.2.5

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Acknowledge(s) differences in characters' points of view in a literary text <ul style="list-style-type: none"> - Speak(s) in a different voice for each character when reading dialogue aloud - Identify(ies) the main purpose of an informational text, including what the author seeks to explain, describe, explore, or answer | | | |

WITH PROMPTS AND SUPPORT, USES INFORMATION FROM THE ILLUSTRATIONS, WORDS AND IMAGES TO UNDERSTAND STORY ELEMENTS AND IDEAS

Standard RL.MF.2.6, RI.MF.2.6

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - With prompts and support, use(s) information gained from the illustrations and word in a print or digital literary text to demonstrate understand of its characters, setting, or plot - Explain(s) how specific illustrations and images (e.g., diagram showing how a machine works) contribute to and clarify an informational text | | | |

IDENTIFIES AND DESCRIBES THE LOGICAL CONNECTIONS OF HOW REASONS SUPPORT THE SPECIFIC POINTS THE AUTHOR MAKES IN A TEXT

Standard RI.AA.2.7

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Identify(ies), describe(s), and explains how the reasons an author gives support their argument in an informational text | | | |

COMPARES AND CONTRASTS LITERARY AND INFORMATIONAL VERSIONS OF TEXTS ON THE SAME STORY, IDEA OR TOPIC

Standard RL.CT.2.8, RI.CT.2.8

| 1 | 2 | 3 | 4 |
|---|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Compare(s) and contrast(s) literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures - Compare(s) and contrast(s) 2 informational versions of the same idea or topic by different author or authors from different cultures | | | |

Foundational Skills: Writing

DEMONSTRATE THE COMMAND OF GRADE-LEVEL WRITING CONVENTIONS (*Sound-Letter Basics*)

Standard L.WF.2.1

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Write(s) legibly and with sufficient fluency to support comprehension - Write(s) the most common graphemes (letters or letter groups) for each phoneme, including: <ul style="list-style-type: none"> - Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck - Vowels: /ō/ = o, oe, oa, ow /ā/ = a, a_e, ai, ay, eigh | | | |

USE GRADE-LEVEL PHONICS SKILLS TO SPELL WORDS (*Spelling*)

Standard L.WF.2.2

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Encode(s) and spell(s) regular, 1-syllable words that include: <ul style="list-style-type: none"> - Position-based patterns (ch, -tch k, -ck; -ge, -dge) - Complex consonant blends (scr-, str-, squ-) - Less common vowel teams for long vowels (ow, oo, au, ou, ue) - Vowel-r combinations (turn, star, third, four/for) - Contractions (we'll, I'm, they've, don't) - Homophones (bear, bare past, passed) - Plurals and possessives (its, it's) - Encode(s) and spell(s) regular, 2 and 3-syllable words that: <ul style="list-style-type: none"> - Combine closed, open, vowel team, vowel -r, and CVe syllables (complete, robot, violet, understand) | | | |

- Are compounds comprising familiar parts (houseboat)
- Include the most common prefixes and derivational suffix (un-, re-, en-, -ful, -ment, -less)
- Words with suffixes that require:
 - Consonant doubling (penning, slimmed)
 - Dropping silent -e (smiled, paving)
- Most often used words in English:
 - Irregular words (against, many, enough, does)
 - Pattern-based words (which, kind, have)

DEMONSTRATES COMMAND OF GRADE-LEVEL CONVENTIONS OF SENTENCE COMPOSITION
(Sentence Composition: Grammar, Syntax, and Punctuation)

Standard L.WF.2.3

| <p>1</p> <p>Does not meet grade level expectations of learning standards</p> | <p>2</p> <p>Partially meeting grade level expectations of learning standards</p> | <p>3</p> <p>Meeting grade level expectations of learning standards</p> | <p>4</p> <p>Exceeding grade level expectations of learning standards</p> |
|---|---|---|---|
| <p>Student does not yet attempt to:</p> | <p>Student attempts to:</p> | <p>Student:</p> | <p>Student consistently and independently:</p> |
| <ul style="list-style-type: none"> - With modeling or prompting, separate(s) run-on sentences and identify(ies) fragments, supplying a subject or predicate as necessary - Capitalize(s) holidays, product names, and geographic names - Supply(ies) adjectives in noun phrases to make them more precise or engaging - Identify(ies) the verbs in clauses - Form(s) and use(s) regular and irregular verbs for consistent use of past, present, and future tenses - Punctuate(s) dates, abbreviations, greetings and closings, initials important words in a title, and items in a list - Use(s) an apostrophe to form contractions and frequently occurring possessives - With prompts and support, link(s) sentences into a simple, cohesive paragraph with an main idea | | | |

USES KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING OR LISTENING (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.KL.2.1

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Use(s) words and phrases acquired through conversations, reading, being read to, and responding to texts - Compare(s) formal and informal uses of English | | | |

USES A VARIETY OF STRATEGIES TO DETERMINE NEW MEANINGS OF WORDS AND PHRASES
(Sentence Composition: Grammar, Syntax, and Punctuation)

Standard L.VL.2.2

| 1 Does not meet grade level expectations of learning standards | 2 Partially meeting grade level expectations of learning standards | 3 Meeting grade level expectations of learning standards | 4 Exceeding grade level expectations of learning standards |
|---|--|--|--|
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Choose(s) flexibly from a variety of strategies to determine the meaning of unknown and multiple-meaning words and phrases <ul style="list-style-type: none"> - Use(s) sentence-level context as a clue to the meaning of a word or phrase - Determine(s) the meaning of the new word formed when a known prefix is added to a known words (e.g. happy/unhappy; tell/retell) - Use(s) a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional) - Use(s) knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly) - Use(s) both print and digital glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases | | | |

UNDERSTANDS FIGURATIVE LANGUAGE, WORD RELATIONSHIPS, AND NUANCES IN WORD MEANINGS (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.VI.2.3

| 1 Does not meet grade level expectations of learning standards | 2 Partially meeting grade level expectations of learning standards | 3 Meeting grade level expectations of learning standards | 4 Exceeding grade level expectations of learning standards |
|--|--|--|--|
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Identify(ies) real-life connections between words and their use (e.g., describe foods that are spicy) - Distinguish(es) shades of meaning among closely related verbs (e.g, toss, throw, hurl) - Distinguish(es) shades of meaning among closely related adjectives (e.g. thin, slender, skinny, scrawny) - Describe(s) how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song | | | |

Writing Domain

WITH PROMPTS AND SUPPORT, COMPOSES OPINION PIECES

Standard W.AW.2.1

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |

With prompts and support,

- Write(s) opinion pieces to present an idea with reasons or information
 - Introduce(s) an opinion
 - Support(s) the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic
 - Provide(s) a conclusion

WITH PROMPTS AND SUPPORT, COMPOSES INFORMATIVE/EXPLANATORY TEXTS

Standard W.IW.2.2

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Write(s) informative/explanatory texts to examine a topic and convey ideas and information <ul style="list-style-type: none"> - Introduce(s) a topic <u>clearly</u> - Develop(s) a topic with facts, definitions, concrete details, etext evidence, or other information and examples related to the topic - Provide(s) a conclusion | | | |

WITH PROMPTS AND SUPPORT, COMPOSES NARRATIVES

Standard W.NW.2.3

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Write(s) narratives based on real or imagined experiences or events with basic story elements <ul style="list-style-type: none"> - Orient(s) the reader by establishing a situation and introducing characters - Organize(s) an event sequence - Provide(s) dialogue and description of experience sn events and/or show the characters's responses to situations - Use(s) transitional words to manage the sequence of events - Use(s) concrete words and phrases and sensory details to convey experiences and events - Provide(s) a conclusion or sense of closure related to the narrated experiences or events | | | |

WITH PROMPTS AND SUPPORT, DEVELOPS WRITING BY PLANNING, REVISING, AND EDITING

Standard W.WP.2.4

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| With prompts and support, <ul style="list-style-type: none"> - Identify(ies) audience and purpose before writing - Participate(s) in self-evaluation of written work - With feedback and digital or print tools (e.g. primary dictionary), find(s) and corrects(s) errors | | | |

WITH PROMPTS AND SUPPORT, GENERATES QUESTIONS AND LOCATES RELATED INFORMATION ON A TOPIC

Standard W.WR.2.5

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |

With prompts and support through shared and independent research,

- Generate(s) questions about a topic
- Locate(s) related information from a resource source to gather information on a topic

PRIORITIZES INFORMATION FROM DIFFERENT SOURCES ON THE SAME TOPIC WHILE GATHERING IDEAS AND PLANNING TO WRITE

Standard W.SE.2.6

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Prioritize(s) information from different sources on the same topic while gathering ideas and planning to write about a topic | | | |

Speaking & Listening

| PARTICIPATES IN COLLABORATIVE CONVERSATIONS | | | |
|--|--|--|--|
| Standard SL.PE.2.1 | | | |
| 1 | 2 | 3 | 4 |
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <p>Discuss(es) grade 1 topics and texts with peers and adults in small and larger groups:</p> <ul style="list-style-type: none"> - Follow(s) norms for discussion (e.g., gaining the floor in respectful ways, listening to others, speaking one at a time, etc.) - Build(s) on others' talk in conversations by linking their <u>explicit</u> comments to others' comments - Ask(s) for clarification and additional explanation as needed | | | |

ASKS AND ANSWERS QUESTIONS TO GAIN INFORMATION, CLARIFY COMPREHENSION, OR DEEPEN UNDERSTANDING

Standard SL.ES.2.3

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Ask(s) and answer(s) questions about what a speaker says in order to: <ul style="list-style-type: none"> - Clarify comprehension - Gather additional information <u>or</u> - Deepen understand of a topic or issue | | | |

TELLS A STORY OR RECOUNTS AN EXPERIENCE WITH RELEVANT FACTS AND DESCRIPTIVE DETAILS

Standard SL.PI.2.4

| 1 | 2 | 3 | 4 |
|--|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Tell(s) a story or recounts an experience with appropriate facts and relevant, descriptive details - Speak(s) audibly in coherent sentences | | | |

USES MULTIMEDIA AND ADDS DRAWINGS TO STORIES TO CLARIFY IDEAS, THOUGHTS AND FEELINGS

Standard SL.UM.2.5

| 1 | 2 | 3 | 4 |
|---|--|--|--|
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| <ul style="list-style-type: none"> - Use(s) multimedia - Clarify(ies) ideas, thoughts, and feelings by adding drawings or other visual displays to stories or recounts of experiences, when appropriate | | | |

| PROVIDES REQUESTED DETAIL OR CLARIFICATION USING COMPLETE SENTENCES WHEN APPROPRIATE | | | |
|---|--|--|--|
| Standard SL.AS.2.6 | | | |
| 1 | 2 | 3 | 4 |
| Does not meet grade level expectations of learning standards | Partially meeting grade level expectations of learning standards | Meeting grade level expectations of learning standards | Exceeding grade level expectations of learning standards |
| Student does not yet attempt to: | Student attempts to: | Student: | Student consistently and independently : |
| - Produce(s) complete sentences when appropriate to task and situation in order to provide requested details or clarification | | | |