

Reading- 2<sup>nd</sup> Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>RL &amp; RI</i>  <b>Comprehends texts</b></p>	<p><b>Focus Standards</b>  <i>Key Ideas and Details</i>  <b>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>  <b>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.</b></p> <ul style="list-style-type: none"> <li>• Ask questions based on the words, pictures and sentences in the text</li> <li>• Answer questions, providing details (words, Illustrations, and sentences) to demonstrate an understanding (Cite Evidence)</li> </ul> <p><b>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b></p> <ul style="list-style-type: none"> <li>• Recount by telling the most important details from the beginning, middle and end of the story</li> <li>• Identify the central message the author wants them to take away from the text. (Include details from the story to prove the message)</li> </ul> <p><b>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b></p> <ul style="list-style-type: none"> <li>• Name what the text is mainly about (main topic)</li> <li>• Identify what specific paragraphs are mainly about (focus)</li> </ul> <p><b>RL.2.3 Describe how characters in a story respond to major events and challenges.</b></p> <ul style="list-style-type: none"> <li>• Tell how the main characters act at the beginning, middle, and end of the story</li> <li>• Explain how the main character’s behavior changes throughout the story</li> <li>• Identify the turning point in the story (What change occurred so the character could solve the problem?)</li> </ul> <p><i>Craft and Structure</i>  <b>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. (Begin by identifying interesting words and phrases)</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the meaning of words and phrases that tell about the characters or action, are fancy or surprising words, and/or help me understand the text deeper</li> </ul> <p><i>Integration of Knowledge and Ideas</i>  <b>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.</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how illustrations and words can help to better understand the characters and setting</li> </ul> <p><b>Supporting Standards</b>  <b>RL.2.5 , RL.2.9</b></p>

RI.2.4, RI.2.5, RI.2.6, RI 2.7, RI 2.8

**Reading- 2<sup>nd</sup> Quarter continued**

**Report Card Descriptor**

**Standards with “What does proficiency look like?” bullets**

*RF-Phonics and Word Recognition*

**Knows and applies letter sounds and word knowledge**

Blue text indicates that instruction for this standard is not included in the Spiral Up Phonics kit.

**NEW STANDARD RF.2.2a Distinguish vowels (long, short, variant) in spoken one syllable words.**

- In the ABSENCE of print students can:
  - identify whether a word has a short, long or variant vowel sound
  - match spoken words or pictures with the same vowel sound

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.**

*RF.2.3a . Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).*

- Read words with inconsistent letter sound correspondences correctly in text

**RF.2.3 b. Know letter/sound correspondences including distinguishing long and short vowel sounds**

- ❖ diphthongs (e.g., oi, oy, ou, ow)
- ❖ r-controlled vowels (e.g., er, ir, ur, ar, or)
- ❖ additional common vowel teams (e.g., ei, ie, igh)
- ❖ regularly spelled one-syllable words
  - Decode regularly spelled one-syllable words
  - Distinguish whether a word has a long or short vowel sound
  - Decode words with diphthongs, r-controlled vowels and vowel teams

**RF.2.3 c. Recognize and read grade-appropriate irregularly spelled words.**

- Recognize and read sight words

**RF.2.3 e. Decode words that follow the six syllable types**

- ❖ closed syllable
- ❖ open syllable
- ❖ vowel-consonant-e
- ❖ vowel teams
- ❖ r-controlled vowel
- ❖ consonant –le
  - Decode single-syllable and multisyllabic words
  - Apply knowledge of open, closed, VC-e, vowel teams and r-controlled vowel syllable patterns

**RF.2.3.f. Decode regularly spelled two-syllable words with long vowels**

- Decode two syllable words with long vowels that follow the regular spelling patterns (VC-e, and vowel teams)

<p><i>RF-Fluency</i>  <b>Reads grade level material with accuracy and fluency</b></p>	<p><b>RF.2.4a <i>Read grade-level text with purpose and understanding.</i></b></p> <ul style="list-style-type: none"> <li>• Read DRA level 20/F&amp;P level K texts with accuracy and comprehension on an independent level</li> <li>• Score near the Winter Reading MAP RIT mean of 184.2</li> </ul> <p><b>RF.2.4b <i>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i></b></p> <ul style="list-style-type: none"> <li>• Reread text to practice fluency             <ul style="list-style-type: none"> <li>○ Read in phrases</li> <li>○ Use expression and intonation</li> <li>○ Score at least 72 on ORF- 96% accuracy</li> </ul> </li> </ul> <p><b>RF.2.4c <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></b></p> <ul style="list-style-type: none"> <li>• When encountering an unknown word:             <ol style="list-style-type: none"> <li>1. Look at the letter sequence</li> <li>2. Sound out the word</li> <li>3. Check to see if it makes sense in the sentence or passage. If it does not make sense, reread or ask for assistance</li> </ol> </li> </ul>
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**Writing – 2<sup>nd</sup> Quarter**

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<p><i>W- Text Types and Purposes</i>  <b>Writes to give an opinion, explain or tell a story</b></p>	<p><b>Focus Standard</b>  <b>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>  <b>W.2.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</b></p> <ul style="list-style-type: none"> <li>• Score a “3” based on writing rubrics</li> </ul> <p><b>Supporting Standards</b>  <b>W.2.1</b>  <b>W.2.3</b></p>
<p><i>W-Production and Distribution of Writing</i>  <b>Revises and edits to strengthen writing</b></p>	<p><b>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b></p> <ul style="list-style-type: none"> <li>• Participate in conferring sessions with the teacher and/or peers</li> <li>• Consider feedback concerning:             <ul style="list-style-type: none"> <li>○ A clear topic</li> <li>○ Interesting words and phrases</li> <li>○ Using <i>like</i> and <i>because</i> to add more information</li> <li>○ Spelling, punctuation and grammar</li> </ul> </li> <li>• Edit and revise based on feedback</li> </ul>
<p><i>W-Research to Build and Present Knowledge</i>  <b>Participates in shared research projects</b></p>	<p><b>W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).</b></p> <ul style="list-style-type: none"> <li>• Read multiple texts on the same topic</li> <li>• Work in small groups to:             <ul style="list-style-type: none"> <li>○ Research</li> <li>○ Create a writing product</li> </ul> </li> </ul> <p><b>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</b></p> <ul style="list-style-type: none"> <li>• Use knowledge gained from texts or other sources to answer a question</li> </ul>

**Speaking and Listening – 2<sup>nd</sup> Quarter**

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<p><i>S&amp;L-Comprehension and Collaboration</i>  <b>Participates in conversations to demonstrate comprehension</b></p>	<p><b>SL.2.1a Follow <u>agreed-upon rules</u> 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></p> <ul style="list-style-type: none"> <li>• <b><u>With teacher support</u></b>, participate in setting norms for discussion and <b><u>refer to them during discussions</u></b>. Norms might include:                             <ul style="list-style-type: none"> <li>○ Listen actively</li> <li>○ Wait for others to finish speaking before sharing</li> <li>○ Keep hand down when others are speaking</li> </ul> </li> </ul> <p><b>SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.</b></p> <ul style="list-style-type: none"> <li>• <b><u>Continue to refer to sentence stems</u></b> to link comments to the remarks of others:                             <ul style="list-style-type: none"> <li>○ I agree with...</li> <li>○ I think that what John said is right because...</li> </ul> </li> </ul> <p><b>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</b></p> <ul style="list-style-type: none"> <li>• Students begin to ask questions for clarification <b><u>on their own, or by independently referencing a collected list of follow-up questions</u></b> from previous discussions.</li> </ul> <p><b>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b></p> <ul style="list-style-type: none"> <li>• Students recount key ideas and details <b><u>using prepared notes if necessary</u></b> (written recounting, notes written in response to presentations).</li> </ul>
<p><i>S&amp;L-Presentation of Knowledge and Ideas</i>  <b>Reports on a topic or text</b></p>	<p><b>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b></p> <ul style="list-style-type: none"> <li>• Respond to the questions who, what, when, where to make the story clear</li> </ul> <p><b>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b></p> <ul style="list-style-type: none"> <li>• Speak in complete <b><u>simple and compound</u></b> sentences</li> <li>• Respond to questions about a topic or text</li> <li>• Understand the difference between formal and informal speech. <b><i>(This does not imply that the student uses these forms of speech consistently, but can demonstrate the difference when prompted.)</i></b></li> <li>• Speak appropriately to the task and situation (e.g., classroom vs. playground, talking with a friend vs. talking to an adult)</li> </ul>

**Language – 2<sup>nd</sup> Quarter**

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<p><i>L-Conventions of Standard English</i>  <b>Uses appropriate grammar when speaking and writing</b></p>	<p><b>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <ul style="list-style-type: none"> <li>❖ <b>Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).</b> <ul style="list-style-type: none"> <li>• Use adjectives and adverbs correctly while speaking and writing</li> <li>• Use determiners (many, few, each, every, this, that, these, those) correctly when speaking and writing</li> <li>• Use noun markers (a, an, the) correctly with speaking and writing</li> </ul> </li> </ul> <p><b>L.2.1f Use conjunctions to form compound subjects and predicates.</b></p> <ul style="list-style-type: none"> <li>• Use coordinating conjunctions (for, and, but, or, yet, so) to form compound subjects and predicates</li> </ul> <p><b>L.2.1h 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).</b></p> <ul style="list-style-type: none"> <li>• Write and expand simple and compound sentences</li> </ul>
<p><i>L-Conventions of Standard English</i>  <b>Uses appropriate capitalization, punctuation and spelling</b></p>	<p><b>L.2.2a Capitalize holidays, product names, and geographic names.</b></p> <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names in their writing</li> </ul> <p><b>L.2.2c Use commas in greetings and closings of letters</b></p> <ul style="list-style-type: none"> <li>• Use commas in greetings and closings when writing letters</li> </ul> <p><b>L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b></p> <ul style="list-style-type: none"> <li>❖ <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></li> <li>❖ <b>Reference spelling patterns chart to clarify types of spelling patterns</b> <ul style="list-style-type: none"> <li>• Spell spelling/word study words correctly</li> <li>• Use learned spelling patterns to attempt to spell words (such as knowing /er/ could be spelled er, ir, ur)</li> <li>• Use word walls, environmental print, and dictionaries to check and correct words in writing</li> </ul> </li> </ul>
<p><i>L-Vocabulary Acquisition and Use</i>  <b>Learns and uses new words and phrases</b></p>	<p><b>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <ul style="list-style-type: none"> <li>• Use illustrations and text as clues to the meaning of an unknown word or phrase</li> </ul> <p><b>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</b></p> <ul style="list-style-type: none"> <li>• Use the meaning of prefixes re- and un- to determine the meaning of a new word</li> </ul>

**L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).**

- Use knowledge of the meaning of individual words to predict the meaning of compound words in reading

**L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).**

- Use the correct verb or adjective that best matches the situation

**L.2.5c Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**

- Generate examples of real-life connections utilizing previously taught and discussed tier 2 words, including text talk words (Describe a time when you would *resist* something)

**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).**

- Incorporate previously taught words, including text talk words, into conversation and writing

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