

Reading- 3rd Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<p><i>RL & RI</i> Comprehends texts</p>	<p>Focus Standards <i>Key Ideas and Details</i> RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <ul style="list-style-type: none"> • Recount by telling the most important details from the beginning, middle and end of the story • Identify the central message, lesson, or moral the author wants them to take away from the text. (Include details from the story to prove) <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <ul style="list-style-type: none"> • Describe how the main characters act at the beginning, middle, and end of the story; how their behavior changes, and at what point did the main character do something to help them solve the problem <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 how the historical events are connected (Include how the illustrations, text features, and words work together to help me understand more) <p><i>Craft and Structure</i> RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <ul style="list-style-type: none"> • Tell what characters are thinking at different parts of the story paying attention to more than one character at the same point in the story. (Do they all think of feel the same way? Do their actions show what they are thinking or feeling on the outside or inside?) • Use different voices for different characters when reading dialogue aloud • <p><i>Integration of Knowledge and Ideas</i> 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"> • Identify & describe how illustrations and words can help with a deeper understanding of characters, setting, and plot <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <ul style="list-style-type: none"> • Explain how the picture, caption, diagram, chart, words in bold, etc...help me understand the text better and add more information <p>Supporting Standards RL.2.1, RL.2.4 RI.2.1, RI.2.2, RI.2.4, RI.2.9</p>

Reading- 3rd Quarter continued

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<p><i>RF-Phonics and Word Recognition</i> Knows and applies letter sounds and word knowledge <i>Blue text indicates that instruction for this standard is not included in the Spiral Up Phonics kit.</i></p>	<p>NEW Standard RF.2.2b Delete phonemes in the initial, medial, and final positions of spoken words including blends.</p> <ul style="list-style-type: none"> • In the ABSENCE of print students can: <ul style="list-style-type: none"> ○ Delete initial sounds from one syllable words including blends ○ Delete medial sounds from one syllable words including blends ○ Delete final sounds from one syllable words including blends <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>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).</i></p> <ul style="list-style-type: none"> • Read words with inconsistent letter sound correspondences correctly in text <p>RF.2.3 b. Know letter/sound correspondences including distinguishing long and short vowel sounds</p> <ul style="list-style-type: none"> ❖ 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 <ul style="list-style-type: none"> • 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 <p>RF.2.3 c. Recognize and read grade-appropriate irregularly spelled words.</p> <ul style="list-style-type: none"> • Recognize and read sight words <p>RF.2.3 e. Decode words that follow the six syllable types</p> <ul style="list-style-type: none"> ❖ closed syllable ❖ open syllable ❖ vowel-consonant-e ❖ vowel teams ❖ r-controlled vowel ❖ consonant –le <ul style="list-style-type: none"> • Decode single-syllable and multisyllabic words • Apply knowledge of open, closed, VC-e, vowel teams, r-controlled vowel and consonant –le syllable patterns <p>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>

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<p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p>	<p>RF.2.4a Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 24/F&P level L texts independently(95%) and answer comprehension questions • Score near the Winter Reading MAP RIT mean of 184.2 <p>RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> • Reread text to practice fluency <ul style="list-style-type: none"> ○ Read in phrases ○ Use expression and intonation ○ Score at least 72 on ORF- 96% accuracy <p>RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> • When encountering an unknown word: <ol style="list-style-type: none"> 1. Look at the letter sequence 2. Sound out the word 3. Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance

Writing – 3rd Quarter

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<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>Focus Standard 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 concluding statement or section.</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.2.2 W.2.3</p>
<p><i>W-Production and Distribution of Writing</i> Revises and edits to strengthen writing</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <ul style="list-style-type: none"> • Participate in conferring sessions with the teacher and/or peers • Consider feedback concerning: <ul style="list-style-type: none"> ○ A clear topic ○ Interesting words and phrases ○ Using <i>like</i> and <i>because</i> to add more information ○ Spelling, punctuation and grammar • Edit and revise based on feedback <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> • Use technology to produce and publish
<p><i>W-Research to Build and Present Knowledge</i> Participates in shared research projects</p>	<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"> • Use knowledge gained from texts to answer a question

Speaking and Listening 3rd Quarter

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<p><i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension</p>	<p>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).</p> <ul style="list-style-type: none"> • <u>Follow</u> norms for discussion, <u>referring to them during discussions</u>. <p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <ul style="list-style-type: none"> • Link comments to the remarks of others <u>referring to sentence stems if needed</u>: <ul style="list-style-type: none"> ○ I agree with... ○ I think that what John said is right because... <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <ul style="list-style-type: none"> • Students begin to ask questions for clarification <u>on their own, or by independently referencing a collected list of follow-up questions</u> from previous discussions. <p>SL.2.2 Student 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"> • Students recount key ideas and details using prepared notes if necessary <u>or graphic organizers</u> (written recounting, notes written in response to presentations). <p>Related Standards</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>W.2.3 Write narrative in which they recount a well-elaborated event or a 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> <p>SL.2.3 Students 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"> • Students are able to ask and answer questions <u>prepared by students with teacher support in advance</u> about an oral presentation using sentence stems and/or teacher prompting. <u>(What is the topic? What do I already know? What did I learn? Was I surprised about anything? What do I need to understand better?)</u>

Speaking and Listening – 3rd Quarter continued

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<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p>	<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"> • Respond to the questions who, what, when, where to make the story clear <p>SL.2.5 Students create audio recordings of stories or poems and 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"> • <i>With teacher support</i> students can create audio recordings (Story Kit, Photo Story, other recording program) and add visuals to support the recordings. <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"> • Speak in complete <i>simple and compound</i> sentences • Respond to questions about a topic or text • Begin to use formal and informal speech when appropriate to task and situation (e.g., classroom vs. playground, talking with a friend vs. talking to an adult). <i>(Student may not use these forms of speech independently, but this is becoming a habit.)</i>

Language – 3rd Quarter

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<p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p>	<p>L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).</p> <ul style="list-style-type: none"> • Use frequently occurring irregular plural nouns correctly in their speaking and writing <p>L.2.1c Form and use regular and irregular verbs.</p> <ul style="list-style-type: none"> • Form and use regular verbs (e.g., play, roll, plan) • Form and use irregular verbs when speaking and writing (e.g., sat, hid, told) <p>L.2.1d Use reflexive pronouns (e.g., myself, ourselves).</p> <ul style="list-style-type: none"> • Use reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, and yourselves) in their speaking and writing <p>New Standard g. Use prepositions correctly.</p> <ul style="list-style-type: none"> • Use common prepositions correctly when speaking and writing (e.g., of, in, to, for, with, on, at, from, by, about, as, into, like, through, after, over, between, out, against, during, without, before, under around, among)
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <ul style="list-style-type: none"> ❖ Consult reference materials, including beginning dictionaries as needed to check and correct spellings. ❖ Reference spelling patterns chart to clarify types of spelling patterns. • Spell spelling/word study words correctly • Use learned spelling patterns to attempt to spell words (such as knowing /er/ could be spelled er, ir, ur) • Use word walls, environmental print, and dictionaries to check and correct words in writing
<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<p>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).</p> <ul style="list-style-type: none"> • Use the meaning of prefixes re- and un- to determine the meaning of a new word <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <ul style="list-style-type: none"> • Use a known root word as a clue to the meaning of an unknown word with the same root