

Reading- 4th 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>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <ul style="list-style-type: none"> • Identify the main topic of an informational text and paragraphs within the text by identifying what the text is mostly about <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, scientific ideas, or steps in a process are connected (Include how the illustrations, text features, and words work together to help me understand more) <p><i>Craft and Structure</i> RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> • Identify and describe the meaning of words and phrases that tell about the characters or action, are fancy or surprising words, words that give rhythm and meaning to a story, poem, or song and and/or help me understand the text deeper <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"> • Identify and Describe the meaning of words and phrases in informational text by using the text and text features such as bold words <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"> • Tell what characters are thinking or feeling at different parts of the story, paying attention to more than one character at the same point in the story (Do they all think or 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>RI.2.6 Identify the main purpose of a text, including what they author wants, explain, or describe.</p> <ul style="list-style-type: none"> • Tell why the author wrote the text • Decide what information the author wanted to share that matters to him <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.2.8 Describe how reasons support specific points the author makes in a text.</p> <ul style="list-style-type: none"> • Tell & describe what the specific points are in the text that the author wants them to know and what reasons the author gives to support those points <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"> • Identify & describe the similarities and differences between main characters, setting, adventures/experiences, and overall feeling of the story (was one funnier, happier, sadder, etc...) <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 & describe the similarities and differences of the main points in two texts on the same topic <p>Supporting Standards RL.2.1, RL.2.3, RL.2.5 RI.2.7</p>

Reading- 4th Quarter continued

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<p><i>RF-Phonics and Word Recognition</i> 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.</p>	<p>NEW Standard b. 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. 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).</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>

Reading- 4th Quarter continued

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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 28/F&P level M texts independently(95%) and answer comprehension questions • Score near the Reading MAP RIT mean of 188.7 <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 96 on ORF- 98% 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"> • <i>When encountering an unknown word:</i> <ol style="list-style-type: none"> 1. <i>Look at the letter sequence</i> 2. <i>Sound out the word</i> 3. <i>Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance</i>

Writing – 4th Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>Focus Standard 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 New Standard <i>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i></p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.2.1 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 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.2.7 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).Read multiple texts on the same topic</p> <ul style="list-style-type: none"> • Work in small groups to: <ul style="list-style-type: none"> ○ Research ○ Create a writing project <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 4th 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"> Follow norms for discussion <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 <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 ask questions for clarification <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 with or without prepared notes. <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>
<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 Create audio recordings of stories or poems; 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"> <u>With teacher or peer support</u> 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 <u>simple and compound</u> 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). <u>(This is becoming a habit.)</u>

Language – 4th Quarter

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<p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p>	<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>L.2. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).</p> <ul style="list-style-type: none"> Use adjectives and adverbs correctly while speaking and writing <p>New Standard f. Use conjunctions to form compound subjects and predicates.</p> <ul style="list-style-type: none"> Use conjunctions to form compound subjects and predicates when speaking and writing <p>New Standard g. Use prepositions correctly.</p> <ul style="list-style-type: none"> Use prepositions correctly when speaking and writing <p>h. Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie in the afternoon, in the afternoon, the little boy watched the movie.)</p> <ul style="list-style-type: none"> Write, expand, and rearrange simple and compound sentences
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>L.2.2b Use an apostrophe to form contractions and frequently occurring possessives.</p> <ul style="list-style-type: none"> Use and apostrophe to form contractions to show where a letter or letters are missing Use an apostrophe with nouns to show possession. <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.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase <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 <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> Use glossaries within an informational text, word walls, classroom dictionaries, or vocabulary notebooks to help determine or locate the meaning of words and phrases <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin,</p>

	<p>slender, skinny, scrawny).</p> <ul style="list-style-type: none"> • Use the correct verb or adjective that best matches the situation <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"> • Incorporate previously taught and discussed words, including text talk words, into conversation or writing
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