

**Grade 2 Report Card – Parent Support
READING
Trimester Expectations**

Grayed out boxes indicate standards which are not assessed at that time

Foundations of Reading: Guided Reading Level Expectations	J	L	M
Indicators with Standards	1 st Trimester Expectations	2 nd Trimester Expectations	3 rd Trimester Expectations
<p>APPLIES DECODING STRATEGIES</p> <p>RF2.3: Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF2.3A: Distinguish long and short vowels when reading regularly spelled one syllable words.</p> <p>RF2.3B: Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF2.3C: Decode regularly spelled two-syllable words with long vowels.</p> <p>RF2.3D: Decode words with common prefixes and suffixes.</p> <p>RF2.3E: Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF2.3F: Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills in decoding words. • Distinguish long and short vowels. • Know spelling-sound correspondences for vowel teams. • Decode two-syllable words with long vowels. 	<ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills in decoding words. • Distinguish long and short vowels. • Know spelling-sound correspondences for vowel teams. • Decode two-syllable words with long vowels. • Decode words with common prefixes and suffixes. 	<ul style="list-style-type: none"> • Know and apply grade level phonics and word analysis skills in decoding words. • Distinguish long and short vowels. • Know spelling-sound correspondences for vowel teams. • Decode two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read irregularly spelled words.

<p>READS GRADE LEVEL TEXT FLUENTLY</p> <p>RF2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF2.4A: Read grade-level text with purpose and understanding.</p> <p>RF2.4B: Read grade-level text orally with accuracy, appropriate rate and expression on successive readings.</p>	<ul style="list-style-type: none"> • F and P level J • Read accurately and fluently with appropriate phrasing to support understanding. • Read grade-level text for understanding. • Read grade-level text orally with accuracy and attempts expression. 	<ul style="list-style-type: none"> • F and P level L • Read accurately and fluently with appropriate phrasing to support understanding. • Read grade-level text for understanding. • Read grade-level text orally with accuracy and some expression. 	<ul style="list-style-type: none"> • F and P level M • Read accurately and fluently with appropriate phrasing to support understanding. • Read grade-level text for understanding. • Read grade-level text orally with accuracy and expression.
<p>USES CONTEXT CLUES TO GAIN UNDERSTANDING OF NEW VOCBULARY</p> <p>RF2.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> • Use picture clues to help understand new vocabulary • Attempt to use context clues within the text to understand new vocabulary 	<ul style="list-style-type: none"> • Reread to self-correct using context clues. • Use context clues to understand new vocabulary.
<p>DEMONSTRATES READING STAMINA</p>	<ul style="list-style-type: none"> • Read independently on or above grade level for at least 5-10 minutes without interruption. 	<ul style="list-style-type: none"> • Read independently on or above grade level for at least 10-20 minutes without interruption. 	<ul style="list-style-type: none"> • Read independently on or above grade level for at least 15-30 minutes without interruption.

Reading Fiction and Nonfiction: Guided Reading Level Expectations	J	L	M
Indicators with Standards	1 st Trimester Expectations	2 nd Trimester Expectations	3 rd Trimester Expectations
<p>ASKS AND ANSWERS QUESTIONS ABOUT TEXTS</p> <p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> • Ask questions about the text to help support their understanding. • Able to answer basic questions about the text (who, what) to show understanding of the text. 	<ul style="list-style-type: none"> • Ask questions about the text to help support their understanding. • Able to answer more detail-oriented questions about the text (who, what, why, when) to show understanding of the text. • Cite evidence from the text to support answers. 	<ul style="list-style-type: none"> • Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. • Cite evidence from the text to support answers.
<p>APPLIES SELF MONITORING STRATEGIES TO READ FLUENTLY</p> <p>RF.2.4.A Read grade-level text with purpose and understanding.</p> <p>RF2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Read grade-level text with a purpose and understanding. • Read with appropriate pacing and attempts at expression • Attempt to self correct errors and/or corrects with prompting 	<ul style="list-style-type: none"> • Read grade-level text with a purpose and understanding. • Read with appropriate pacing and some expression • Attempt to self correct errors independently 	<ul style="list-style-type: none"> • Consistently apply learned reading strategies to a variety of texts. • Read grade-level text with a purpose and understanding. • Read with appropriate pacing and expression • Self correct errors independently
<p>IDENTIFIES THE MAIN IDEA OF A TEXT</p> <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 a text. • Identify author's purpose. 	<ul style="list-style-type: none"> • Identify the main topic of a text. • Identify details which support the main idea of a text. • Identify the focus of specific paragraphs within a text. 	<ul style="list-style-type: none"> • Identify the main topic of a text. • Identify details which support the main idea of a text. • Identify the focus of specific paragraphs within a text.

<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>		<ul style="list-style-type: none"> Identify author's purpose citing details from the text 	<ul style="list-style-type: none"> Identify details which support the main idea of a paragraph Identify author's purpose citing details from the text
<p>RETELLS FAMILIAR STORIES</p> <p>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"> Retell stories using beginning, middle, and end Identify characters, setting, problem, and solution 	<ul style="list-style-type: none"> Retell stories using beginning, middle, and end Recount specific details from a text Identify characters, setting, problem, and solution Determine the lesson or big idea of a fictional text 	<ul style="list-style-type: none"> Retell stories using beginning, middle, and end Recount specific details from a text Identify characters, setting, problem, and solution Retell stories, including fables and folktales, from different cultures. Determine the lesson or moral of a fictional text.
<p>RETELLS DETAILS FROM NONFICTION</p> <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> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p>		<ul style="list-style-type: none"> Recall details from a nonfiction text. Identify the main idea or message in a nonfiction text. 	<ul style="list-style-type: none"> Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures within a text. Describe how reasons support specific points in a text.
<p>DESCRIBES HOW CHARACTERS RESPOND TO MAJOR EVEVNTS AND CHALLENGES</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>		<ul style="list-style-type: none"> Describe character feelings and actions in a story. 	<ul style="list-style-type: none"> Describe how characters respond to major events in a story.

<p>DESCRIBES THE STRUCTURE OF A STORY</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> • Retell a familiar story using beginning, middle, end. • Identify characters and setting. 	<ul style="list-style-type: none"> • Retell a familiar story using beginning, middle, end. • Identify characters, setting, problem, and solution. 	<ul style="list-style-type: none"> • Retell a familiar story using beginning, middle, end. • Identify characters, setting, problem, and solution. • Recall key details from the story.
<p>ACKNOWLEDGES DIFFERENCES IN POINTS OF VIEW WHEN READING ALOUD</p> <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"> • Speak in different voices for each character when reading dialogue aloud.
<p>COMPARES AND CONTRASTS TWO CHARACTERS, STORIES, OR TOPICS</p> <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> <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"> • Compare and contrast two characters. • Identify similarities and differences. 	<ul style="list-style-type: none"> • Compare and contrast two characters, stories, or topics. • Discuss why two stories on the same topic could differ. 	<ul style="list-style-type: none"> • Compare and contrast two or more versions of the same story. • Compare and contrast two or more characters, stories, or topics. • Compare and contrast information presented by two texts on the same topic. • Discuss why two stories on the same topic could differ.

<p>KNOWS AND USES TEXT FEATURES</p> <p>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> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <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"> • Identify text features. • Use information gained from pictures or illustrations to demonstrate understanding of a text. 	<ul style="list-style-type: none"> • Identify and describe the purpose of various text features. • Explain how text features contribute to and clarify text. • Use information gained from pictures or illustrations to demonstrate understanding of a text. 	<ul style="list-style-type: none"> • Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. • Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Explain how specific images (diagram) contribute to and clarify text.
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READS GRADE LEVEL FICTION AND NONFICTION TEXT WITH UNDERSTANDING

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Read a variety of grade level texts with accuracy and understanding (Level J)

- Read a variety of grade level texts with accuracy and understanding (Level L)

- Read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2 – 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (Level M)