

Grade 2 Reading Proficiency Scale

I can read grade-level text accurately and fluently.

Reporting Category: RD 2.1.1

Exceeds Standard	4	A. I can read grade-level text accurately and fluently at a rate of 131 words-per-minute or above.
At Standard Proficient	3	A. I can read grade-level text accurately and fluently at a rate between 101 and 130 words-per-minute.
Approaching Standard	2	A. I can read grade-level text accurately and fluently at a rate between 66 and 100 words-per-minute.
Not at Standard	1	A. I can read grade-level text at a rate of 65 words-per-minute or below.

Grade 2 Reading Proficiency Scale

I know and apply grade level phonics and word analysis skills to decode words.

Reporting Category: RD 2.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can know and apply grade level phonics and word analysis skills in decoding words.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>phonics, consonants, vowels, digraphs, blends, digraph blends, syllables, closed syllables, glued sounds, R-controlled sounds, prefixes, suffixes</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify letters and corresponding sounds. - Identify word structures (vowels, consonants, blends, etc.). - "Tap-out" words based on the sounds. - Build words based on sounds of word structures. - Write words based on sounds of word structures.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.4/RI.4/L.4/L.5) I can determine the meaning of words and phrases as they are used in grade-level text.

Reporting Category: RD 2.1.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can determine the meaning of words and phrases as they are used in grade-level text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall specific vocabulary including: <i>synonyms, suffixes, prefixes, multiple meaning words, context clues, glossary, homographs, homophones, antonyms, idioms, shades of meaning, compound words</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify unknown words in a text. - State that a synonym of a word is a word with a similar meaning. - Know the meaning of common suffixes (-y, -ly, -ful, -ed, -ing, -er, -est). - Know the meaning of common prefixes (over-, un-, re-, pre-, mis-). - Tell how adding a suffix or prefix changes the meaning of a root word. - Identify words in a text that can have more than one meaning. - Use other words within a text to determine the correct meaning of a multiple meaning word. - Identify words that are before or after an unknown word in a sentence that clarifies the word's meaning (context clues). - State the purpose of a glossary and locate a glossary within a text. - Identify words from a text that are included in a glossary (bold words). - Know that homographs are words that look the same but have different meanings. - Know that homophones are words that sound the same but have different meanings. - State that an antonym of a word is a word with an opposite meaning. - State that an idiom is an expression that means something other than what it literally says. - Describe what is known about each word in a compound word.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

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(RI.1/RI.7) I can ask and answer questions about an informational text and make inferences using picture and/or text evidence.

Reporting Category: RD 2.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details of a text. (122B)</p> <p>B. I can draw conclusions and make inferences using picture and/or text evidence. (*new)</p> <p>C. I can explain how graphic representations contribute to and clarify a text. (122G)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A & C. I can recognize or recall academic vocabulary including: <i>who, what, where, when, why, how, key details, illustration, photograph, text feature</i></p> <p>A & C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe connections between graphic representations and key details within a text. - Identify & describe graphic representations within a text (photographs, illustrations, graphs, etc.) - Identify key details within an informational text. - Ask and answer basic questions throughout the text, providing evidence when necessary. <p>B. I can recognize or recall academic vocabulary including: <i>inference, conclusion, clues, text, text evidence</i></p> <p>B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Provide evidence that supports an inference or conclusion drawn from a text. - Connect prior knowledge to the text. - Know that an inference is when a reader makes a guess based on clues in the text/pictures. - Know that an inference is not directly said within the text by the author.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RI.2) I can identify the main idea of an informational text, including the main idea of specific paragraphs within a text.

Reporting Category: RD 2.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can identify the main topic of a multiparagraph text. (122A1)</p> <p>B. I can identify the focus of specific paragraphs within a text. (122A2)</p> <p>C. I can identify main ideas and/or [supporting] details within a text. (122A3)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall specific vocabulary including: <i>topic, main idea, [supporting] detail, paragraph</i></p> <p>A-C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify the main ideas and/or supporting details of a single paragraph. - Identify the topic of a text. - Know how to locate paragraphs within a text. - Know that the topic is what the text is about. - Know that the main idea is repeated or stated in the beginning and/or end of a text. - Know that the main idea is what the author is mostly telling the reader about the topic.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

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(RI.3) I can describe the connection between a series of events, concepts, or steps in a procedure within a text.

Reporting Category: RD 2.2.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can describe the connections between a series of events, concepts, or steps in a procedure within a text. (122C)</p> <p>B. I can describe cause and effect relationships within a text. (122C1)</p> <p>C. I can describe compare and contrast relationships within a text. (122C2)</p> <p>D. I can describe sequential relationships within a text. (122C3)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>cause, effect, what, why, compare, contrast, sequence</i></p> <p>A-D. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - State that the cause is why something happens in the story. - State that the effect is what happens in the story. - Know that the cause comes before the effect. - Know that to compare means to find how two things are the same. - Know that to contrast means to find how two things are different. - Distinguish between before and after. - Identify and describe key events within a process. - Use keywords, props, and graphic organizers as tools to put events in order.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RI.5) I can use text features and search tools within an informational text to efficiently locate key facts or details.

Reporting Category: RD 2.2.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can use various text features (e.g., title, headings, pictures, captions, diagrams, charts) and search tools to efficiently locate key facts or information in a text. (122E)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>bold text, caption, heading, title, glossary, definition, photograph, diagram, chart, label, table of contents</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe what bold text looks like. - Describe the purpose of a caption and where to locate it. - Describe the purpose of a heading and where to locate it. - Describe the purpose of a title and where to locate it. - Describe the purpose of a glossary and where to locate it. - Describe the purpose of a photograph and where to locate it. - Describe the purpose of a diagram and where to locate it. - Describe the purpose of a label and where to locate it. - Describe the purpose of a table of contents and where to locate it. - Use the above text features to locate certain information.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

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(RI.6/RI.8) I can identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.

Reporting Category: RD 2.2.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can identify the main purpose of a text, including what the author wants to answer, explain, or describe. (122F)</p> <p>B. I can describe how reasons support specific points the author makes in a text. (122H)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-B. I can recognize or recall academic vocabulary including: <i>author's purpose, persuade, inform, entertain, reasons, support, evidence, fact, opinion</i></p> <p>A-B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Recognize that the author's purpose is why the author wrote the text. - Identify reasons (details) that an author uses to support a specific point. - Know that inform means to give facts and information. - Know that entertain means to tell a story. - Know that to persuade means to convince the reader. - Know that when the author persuades, they give their opinion. - Know that a fact is something that can be proven true or false. - Know that an opinion is someone's thoughts or feelings on a topic. - Know that the following trigger words can help identify opinions: best, should, gross, pretty (and other describing words), I think, I believe. - Decide if a statement is a fact or opinion.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RI.9) I can compare and contrast two informational texts on the same topic.

Reporting Category: RD 2.2.6

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compare and contrast the most important points presented in two texts on the same topic. (122I)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>compare, contrast, Venn Diagram, bullet points, main idea, details</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify the main ideas in two texts. - Identify key details in two texts. - Know that to compare means to find how two things are the same. - Know that to contrast means to find how two things are different. - Identify and tell what a Venn Diagram is. - Correctly use a Venn Diagram. - Know how bullet points would outline information from two texts.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.1/RL.7) I can ask and answer questions about a story and make inferences using picture and/or text evidence.

Reporting Category: RD 2.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details of a text. (132B)</p> <p>B. I can draw conclusions and make inferences using picture and/or text evidence. (132B1)</p> <p>C. I can use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot. (132G)</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A & C. I can recognize or recall specific vocabulary including: <i>who, what, where, when, why, how, key detail, text, illustration, photograph</i></p> <p>A & C. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Describe connections between illustrations and key details or events within a narrative text. - Identify & describe illustrations within a narrative text. - Identify & describe key details within a narrative text, including story elements and plot. - Ask and answer basic questions throughout the text, providing evidence when necessary. <p>B. I can recognize or recall academic vocabulary including: <i>inference, conclusion, clues, text, text evidence</i></p> <p>B. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Provide evidence that supports an inference or conclusion drawn from a text. - Connect prior knowledge to the text. - Know that an inference is when a reader makes a guess based on clues in the story/pictures. - Know that an inference is not directly said within the text by the author.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.2) I can recount (retell) stories and describe the central message, lesson, or moral.

Reporting Category: RD 2.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can recount (retell) stories and include story elements in my retelling. (132A1) B. I can determine the central message, lesson, or moral from stories, including fables and folktales. (132A2)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: <i>retell, recount, character, setting, plot, problem, solution</i> A. I can perform basic processes such as: - Know that a character is a person or animal in the story. - Know that the setting is when or where the story takes place. - Know that the problem is what is wrong in the story. - Know that the solution is how the story is solved. B. I can recognize or recall academic vocabulary including: <i>central message, lesson, moral, story, fable, folktale</i> B. I can perform basic processes such as: - Describe the central message (or lesson) with a word or phrase after reading clues that support it. - Make inferences from situational story clues that may support the central message, including clues related to the main problem or how a character(s) responds to the problem. - Know that the central message (or lesson) is the "big idea" of a story. - Know that the central message (or lesson) represents what the author wants the reader to learn.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.3) I can describe how characters respond to major events and challenges in a story.

Reporting Category: RD 2.3.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can describe how characters in a story respond to major events and challenges. (132C) B. I can identify and describe cause and effect relationships within a story. (132C1)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary including: <i>characters, character traits, evidence, respond, thoughts, feelings, actions</i> A. I can perform basic processes such as: - Identify the characters in a story. - Know and identify describing words (adjectives). - Locate key thoughts, words, and actions of a character. - Connect the key thoughts, words, and actions of a character to a describing word. - Describe major events that take place in a story. B. I can recognize or recall academic vocabulary including: <i>cause, effect, what, why</i> B. I can perform basic processes such as: - State that the cause is why something happens in the story. - State that the effect is what happens in the story. - Know that the cause comes before the effect.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.5) I can describe the sequence of events in a story.

Reporting Category: RD 2.3.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can describe the overall structure of a story. (132E) B. I can describe the sequence of events in a story or plot. (132E3)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A-B. I can recognize or recall academic vocabulary including: <i>sequence, beginning, middle, end, first, next, last, then, finally, transition words, before, after</i> A-B. I can perform basic processes such as: - Identify what happens in the beginning, middle, and end of a story. - Distinguish between before and after. - Locate key events within a story. - Use keywords, props, and graphic organizers as tools to put events in order.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.6) I can describe the point of view of characters in a story.

Reporting Category: RD 2.3.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can describe the points of view of different characters in a story. (132D)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>characters, point of view, dialogue, quotation, expression</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Compare two characters' thoughts and feelings about a topic. - Find evidence for a character's thoughts and feelings about a topic. - Read dialogue with expression that reflects each character's feelings. - Identify the point of view from which a story or narrative moment is told. - Identify the characters in a story.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 2 Reading Proficiency Scale

(RL.9) I can compare and contrast the characters, settings, plots, and themes of stories, including two versions of the same story.

Reporting Category: RD 2.3.6

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	A. I can compare and contrast two or more versions of the same story by different authors or from different cultures. (132H)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary including: <i>compare, contrast, Venn Diagram, problem/conflict, solution, character, setting, bullet points</i></p> <p>A. I can perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify the characters, setting, problem, and/or solution in two different stories. - Compare and contrast basic information <u>within the same story</u>. - Compare and contrast two or more characters <u>within the same story</u>. - Identify and tell what a Venn Diagram is. - Correctly use a Venn Diagram. - Know how bullet points would outline information from two stories. - Know that to compare means to find how two things are the same. - Know that to contrast means to find how two things are different.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.