



SJPS 2nd Grade ELA Report Card Scales


Foundational Reading Skills: Phonics and Word Recognition

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| <p>State Standard: Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3 Report Card Standard Language: Know and apply grade-level phonics and word analysis skills in decoding words.</p> | |
| 4.0 | A score of 4.0 is not attainable for this standard. |
| 3.0  | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read one-syllable words and tell if they contain long or short vowels ● AND identify the vowel team in a word and use the correct sound while reading it ● AND use the vowel to determine the syllable break and use it to read the word ● AND chunk a word with a prefix and/or suffix in order to read it correctly ● AND recognize words with patterns that don't follow the rules ● AND identify and read words that cannot be sounded out |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read one-syllable words and tell if they contain long or short vowels ● AND identify and read words that cannot be sounded out |
| 1.0 | <ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level |


Reading: Key Idea and Details

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| <p>State Standard: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. R.L.2.1 and R.I.2.1 Report Card Standard Language: Asks and answers questions like who? what? when? where? why? and how? to show understanding of key details in a text.</p> | |
| 4.0 | A score of 4.0 is not attainable for this standard. |
| 3.0  | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Answer questions about who, what, when, where, and how, and why using key details from a text ● AND ask questions about who, what, when, where, and how, and why using key details from a text |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Answer questions about who, what, when, where, and how, and why using key details from a text ● OR ask questions about who, what, when, where, and how, and why using key details from a text |
| 1.0 | <ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level |


Reading: Key Ideas and Details

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| <p>State Standard: 1. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>R.L.2.2 R.L.2.2</p> <p>Report Card Standard Language: Recounts stories and identifies the moral in the story and identifies the main idea in text.</p> | |
| 4.0 | In addition to the 3.0 score, I can make connections, inferences, and applications that go beyond what was taught or read. |
| 3.0  | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Tell someone, in detail, about the stories, including fables and folktales I read. ● AND identify the lesson or moral in a story ● AND state the main topic and supporting subtopics within a text |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Tell someone, in detail, about the stories, including fables and folktales I read. ● OR identify the lesson or moral in a story ● OR state the main topic and supporting subtopics within a text |
| 1.0 | <ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level |


Reading: Integration of Knowledge and Ideas

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| <p>State Standard: 1. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>R.L.2.7 and R.I.2.7</p> <p>Report Card Standard Language: Interprets charts, diagrams, illustrations, and words in text and explain how they help to understand the text.</p> | |
| 4.0 | A score of 4.0 is not attainable for this standard. |
| 3.0  | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how pictures and text for a deeper understanding of characters, settings, or plot ● AND interpret how charts, diagrams, or graphs help me understand the text |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how pictures and text for a deeper understanding of characters, settings, or plot ● OR interpret how charts, diagrams or graphs help me understand the text |
| 1.0 | <ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level |

Reading: Integration of Knowledge and Ideas

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| <p>State Standard: 1. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2. Compare and contrast the most important points presented by two texts on the same topic. R.L.2.9 and R.I.2.9 Report Card Standard Language: Compares and contrasts two or more versions of the same story and two texts on the same topic.</p> | |
| 4.0 | In addition to the 3.0 score, the student independently compares and contrasts media in daily work in all content areas. |
| 3.0  | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast different versions of the same stories from different authors and different cultures ● AND compare and contrast important points from two different texts about the same topic |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast different versions of the same stories from different authors and different cultures ● OR compare and contrast important points from two different texts about the same topic |
| 1.0 | <ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level |

Writing: Text Types and Purposes

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| <p>State Standard: Writes clearly to communicate effectively. W.2.1-3 Report Card Standard Language: Writes clearly to communicate effectively.</p> | |
| 4.0 | In addition to the 3.0 score, I can strengthen my writing by editing and revising independently. |
| 3.0  | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Communicate an opinion, retell an experience, or inform about a topic ● AND include details, reasons, or facts to support their opinion, topic, or narrative |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Communicate an opinion, retell an experience, or inform about a topic ● OR include details, reasons, or facts to support their opinion, topic, or narrative |
| 1.0 | <ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level |

Speaking and Listening: Comprehension and Collaboration

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| <p>State Standard: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1</p> <p>Report Card Standard Language: Participates in collaborative discussions with peers and adults.</p> | |
| 4.0 | A score of 4.0 is not attainable for this standard. |
| 3.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Connect comments to the thoughts of others in the conversation • AND ask questions when more information is needed to learn about what the person is saying • AND retell and describe key ideas and details from a presentation or media they have heard |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Connect comments to the thoughts of others in the conversation • OR ask questions when more information is needed to learn about what the person is saying. • OR retell and describe key ideas and details from a presentation or media they have heard |
| 1.0 | <ul style="list-style-type: none"> • With help and reteaching, I have partial success at the 2.0 level |

Language: Vocabulary Acquisition and Use

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| <p>State Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4</p> <p>Report Card Standard Language: Uses strategies to determines the meaning of unknown words</p> | |
| 4.0 | A score of 4.0 is not attainable for this standard. |
| 3.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • use context clues within a sentence to help me understand a word or phrase • AND apply knowledge of prefixes to understand the meaning of a new word • AND apply knowledge of a root words meaning to understand the meaning of a new word with the same root • AND apply knowledge of individual word meanings to predict the meaning of compound words |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Have partial success at the 3.0 level - is able to do 2 or 3 of the 4 skills |
| 1.0 | <ul style="list-style-type: none"> • With help and reteaching, I have partial success at the 2.0 level |