

GRADE 2

QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.1 Ask and answer questions to demonstrate understanding of key details.	<ul style="list-style-type: none"> Write and answer questions (self & teacher-created) using 1 detail. Nearly all details come from the illustrations (rather than the print.) Is not monitoring reading comprehension. Predictions are not logical. 	<ul style="list-style-type: none"> Write and answer questions (self & teacher-created) using 1 detail. Student identifies details from both the print and the illustrations. Use of questioning as a fix-up strategy is inconsistent or student needs prompting from the teacher to use the strategy. Make logical predictions with prompting from the teacher. 	<ul style="list-style-type: none"> Write questions before reading based on what he/she wants to know about the text. Answer thick and thin questions (self & teacher-created) using at least 2 details from the text. Ask questions to clarify when meaning breaks down. Make a prediction prior to reading using what he/she knows about the topic/ story, text structure, or book cover. 	Independently infer and come to original conclusions in texts at level N and above.
R.2.2 Recount important ideas and events of text and determine lesson/main idea.	<ul style="list-style-type: none"> Unable to state the problem and solution using key details. Unable to identify and state key details. 	<ul style="list-style-type: none"> State problem and solution using key details from the text with prompting from the teacher. State the main idea and at least 1 key detail with prompting from the teacher. 	<ul style="list-style-type: none"> Determine what important events or ideas are in a story or text. State verbally 2-3 key details that support the main idea. 	Independently uses key ideas to provide a summary of the text (Level N and above). Summarize story concisely.
RL.2.3 Describe characters and how they respond to events in a story.	<ul style="list-style-type: none"> Unable to identify the main character even with prompting from the teacher. 	<ul style="list-style-type: none"> Need prompting to identify the main character and/or cannot state reasons why the character is important. 	<ul style="list-style-type: none"> Identify the main character in the story. Identify the main events in a story. 	Identify the main character(s) in complex text (i.e. more than one storyline or multiple characters) in level N text and above.
R.2.5 Use text features and text structure to locate the main idea and key details.	<ul style="list-style-type: none"> Unable to identify the introduction, middle, or end of story. Unable to use the text features. 	<ul style="list-style-type: none"> Locate and name text features with support. State the purpose of text features with prompting. Identify the beginning, middle, and end of a story with prompting. 	<ul style="list-style-type: none"> Locate and name text features. State the purpose of text features. Identify the beginning, middle, and end of a story. 	Independently identify key details using text features of Level N text and above.

GRADE 2

QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.7 Use images in print/digital to describe big ideas and details.	<ul style="list-style-type: none">Needs support to locate images that develop the meaning of the text. (F and NF)	<ul style="list-style-type: none">Identify images (e.g., illustrations and other visuals) that support a story. (F)Inconsistently identifies diagrams, graphs and charts. (NF)	<ul style="list-style-type: none">Identify images (e.g., illustrations and other visuals) that support a story. (F)Identify images in text (charts, diagrams, graphs) that add meaning to the words. (NF)	Independently use illustrations (fiction) and visual images/diagrams (nonfiction) to understand Level N texts and above.

GRADE 2

QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.1 Ask and answer questions to demonstrate understanding of key details.	<ul style="list-style-type: none"> Write and answer questions (self & teacher-created) using 1 detail. Nearly all details come from the illustrations (rather than the print.) Is not monitoring reading comprehension. Predictions are not logical. 	<ul style="list-style-type: none"> Write and answer questions (self & teacher-created) using 1 detail. Answer beyond the text questions with prompting from the teacher. Use of strategies is not balanced. Student relies heavily on one strategy or the student needs prompting from the teacher to monitor their reading. Make logical predictions with prompting from the teacher. 	<ul style="list-style-type: none"> Ask and answer questions (self & teacher-created) using at least 2 details from the text. Ask and answer questions to build thinking beyond the text. Use multiple strategies when meaning breaks down including asking questions to clarify. Make predictions before and while reading using information from the text. 	Independently infer and come to original conclusions in texts at level O and above.
R.2.2 Recount important ideas and events of text and determine lesson/main idea.	<ul style="list-style-type: none"> Unable to state the problem and solution using key details. Unable to identify the main idea and/or key details. 	<ul style="list-style-type: none"> State problem and solution using key details from the text with prompting from the teacher. State the main idea and at least 1 key detail with prompting from the teacher. 	<ul style="list-style-type: none"> Identify multiple events/episodes that build to the climax and problem resolution of the story. Recount the main idea and some key details from a nonfiction text. 	Independently uses key ideas to provide a summary of the text (Level O and above). Summarize the story concisely, including the theme or lesson of the story.
RL.2.3 Describe characters and how they respond to events in a story.	<ul style="list-style-type: none"> Unable to identify the character traits even with prompting from the teacher. 	<ul style="list-style-type: none"> Describe the characters with prompting from the teacher. Need prompting to identify the main character's choices and the character's rationale. Need prompting to identify the major events and/or characters' responses. 	<ul style="list-style-type: none"> Describe the character using some language from the text. Explain why a change happens in the main character's attitude, outlook, or actions (if it does). 	Describe the main character(s) in level O text and above using multiple traits and explicit evidence from the text.
R.2.5 Use text features and text structure to locate the main idea and key details.	<ul style="list-style-type: none"> Identification of key details is laborious/not time efficient or the student needs the support of the teacher to locate the details. 	<ul style="list-style-type: none"> Student needs the support of the teacher identify the text's genre. Identify the text features, but needs teacher support to locate the information given in the feature. Need teacher support to identify the introduction and ending (F). 	<ul style="list-style-type: none"> Identify the genre of a text and a few characteristics. Describe how the characters, setting, and action are introduced in a story. (F) Use a text feature to learn new information about the topic. (NF) 	Independently reads informational texts at Level O and accurately locates info using text features. In fiction, confirms or refutes predictions using explicit text evidence

GRADE 2

QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.6 Identify the character/ author’s point of view in a text.	<ul style="list-style-type: none"> • Unable to Interpret the character’s thinking and feelings about events using text evidence. • Create different voices when reading aloud with prompting from the teacher. 	<ul style="list-style-type: none"> • Interpret the character’s thinking and feelings about events using text evidence with the teacher’s support. • Create different voices when reading aloud to reflect the feelings of characters. • Locate and state the purpose of dialogue with prompting. 	<ul style="list-style-type: none"> • Define point of view as a character’s or author’s attitude or feelings about a situation. • Notice where the dialogue changes to reflect other characters’ thoughts. • Notice how punctuation is used to create tension, surprise and other emotions. 	<p>Interpret the feeling and thoughts of characters when reading Level O texts and above. Oral reading if fluent and expressive.</p>
R.2.7 Use images in print/digital to describe big ideas and details.	<p>Locates images but is not able to explain how the information derived from them.</p>	<p>Needs support to explain how the information derived from them.</p>	<ul style="list-style-type: none"> • Explain how images (e.g., illustrations and other visuals) add meaning to the story. (F) • Explain how images in a text (charts, diagrams, graphs) add meaning to the words. (NF) 	<p>Independently reads informational texts at Level O.</p>

GRADE 2

QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.2 Recount important ideas and events of text and determine lesson/main idea.	<ul style="list-style-type: none"> • State the problem and solution (rather than the lesson learned) in 2-3 sentences. • Explain 2 ideas; sharing evidence from a nonfiction text. 	<ul style="list-style-type: none"> • Determine the main idea, central message, lesson or moral but is not able to identify accurate textual evidence to support thinking. • Explain learning from nonfiction text by sharing some pieces of evidence from the text. 	<ul style="list-style-type: none"> • Recount a story in sequential order including details about the story elements and important events. • Understands that texts have a central message, lesson, and/or moral. • Distinguish between main idea and supporting details. • Recount main ideas and information from a nonfiction text. 	Independently uses key details to provide a summary of the text (Level P and above). Summarize the text concisely, including the theme, lesson, or main idea of the text.
RL.2.3 Describe characters and how they respond to events in a story.	Explain the reactions between characters with little detail or inaccurate detail.	<ul style="list-style-type: none"> • Explain the reactions between characters using events at the beginning and end of the story (rather than the entire story). • Describe what the characters did and how they changed (with few details). 	<ul style="list-style-type: none"> • Describe the character at both the beginning and end of the story using details from the entire text. • Explain, using language from the text, if and how the character changed during the story. 	Describe the main character(s) in level P text and above using multiple traits and explicit evidence from the text.
R.2.5 Use text features and text structure to locate the main idea and key details.	<ul style="list-style-type: none"> • Locate details about the topic with the teacher’s assistance. • Is not able to explain the story’s introduction and/or conclusion. • Identify the text feature but is unable to explain its purpose or how it helps the reader. 	<ul style="list-style-type: none"> • Need prompting to explain how the story is organized. • Locate few or unimportant details in nonfiction text using the features. • Identify the text feature but can explain its purpose and/or how it helps the reader only with assistance. 	<ul style="list-style-type: none"> • Explain the structure of a fiction text including that the beginning introduces the story and the ending concludes the action. (F) • Identify multiple details about a topic using information located in both text and text features. • Explain how a text feature helps the reader understand a particular section of text. 	Independently reads informational texts at Level P and above and accurately predicts using the text features. Confirms or refutes predictions using explicit text evidence.

GRADE 2

QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.6 Identify the character/ author’s point of view in a text.	<ul style="list-style-type: none"> Read aloud and use a voice for one character that reflects the feelings of the character. Not able to state the purpose of the text. 	<ul style="list-style-type: none"> Read aloud and use different voices to reflect the feelings of the characters. State the author’s purpose with assistance or can state the purpose but offers no text support. 	<ul style="list-style-type: none"> Distinguish between inform, entertain and persuade and give an example of when an author may use each one. Identify character’s point of view in a text. 	Interpret the feeling and thoughts of characters when reading Level P texts and above. Oral reading is fluent and expressive.
R.2.7 Use images in print/digital to describe big ideas and details.	Locates images but is not able to explain how the information derived from them.	<ul style="list-style-type: none"> Explain how images (e.g., illustrations and other visuals) add meaning to the story. (F) Explain how images in a text (charts, diagrams, graphs) add meaning to the words. (NF) 	<ul style="list-style-type: none"> Describe a story element using details from both the printed text and illustration. Explain the big ideas of a text using details from both the printed text and other images (charts, diagrams, graphs) in order to make meaning of what is read. 	Independently reads informational texts at Level P .
RI.2.8 Identify the big idea and the author’s reasons that support it.	Unable to identify the big idea and/or locate details and facts even with prompting.	Needs support to identify the big idea and/or locate details and facts.	<ul style="list-style-type: none"> Identify what the author is either informing the reader about, what the author is persuading the reader to think/ believe, or how the author is entertaining the reader. State the big idea and write relevant details/facts efficiently because the purpose of the text is clear. 	Critique the author’s writing in texts at Level P and above.

GRADE 2

QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.9 Compare and contrast the most important points of two texts.	Unable to identify similarities and differences between texts, even with prompting.	<ul style="list-style-type: none">• List accurately some similarities and differences about a literary text.• List accurately some similarities and differences about a topic in a nonfiction text.	<ul style="list-style-type: none">• Identify the similarities and differences between two versions of the same story.• Compare and contrast two texts on the same topic, focusing on the most important points.• State details (for both criteria) using text language.	Compare and contrast multiple literary texts at Level P and above.

GRADE 2

QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.2 Recount important ideas and events of text and determine lesson/main idea.	<ul style="list-style-type: none"> State the problem and solution (rather than the lesson learned) in a sentence. Explain 1 key idea from a nonfiction text. 	<ul style="list-style-type: none"> Determine the main idea or central message, but is not able to identify accurate text details to support thinking. Explain learning from nonfiction text by sharing a few key details. Identify the lesson or moral with prompting from the teacher. 	<ul style="list-style-type: none"> Determine the main idea, central message using language from the nonfiction text. Explain learning from nonfiction text by sharing several key details from the text. Identify the lesson/moral from fiction text and support with examples from the story. 	Independently reads and comprehends text at Level Q and above.
R.2.6 Identify the character/ author’s point of view in a text.	<ul style="list-style-type: none"> Define “point of view” as the opinion and feelings of the character. Unable to identify the feelings/opinions of the major characters or does so only with significant teacher prompting. Read aloud and use a voice for one character that reflects the feelings of the character. 	<ul style="list-style-type: none"> Define “point of view” as the opinion and feelings of the character. Explain the feelings/opinions of major characters from the events in the text using words such as good, nice, bad. Support with 2-3 reasons. Compare and contrast each character’s point of view. The student does not identify or is not specific with reasons from the text. Read aloud and use different voices to reflect the feelings of the characters. 	<ul style="list-style-type: none"> Define “point of view” as the opinion and feelings of the character. Explain the feelings/opinions of major characters from the events in the text using sophisticated descriptors such as brave, leader, evil etc. Support with 3 reasons. Compare and contrast each character’s point of view. Support with reasons from the text. Read aloud and use different voices to reflect the feelings of the characters. 	Interpret the feeling and thoughts of characters when reading Level Q texts and above. Oral reading is fluent and expressive.
RI.2.8 Identify the big idea and the author’s reasons that support it.	<ul style="list-style-type: none"> Identify the author’s claim(s) only with teacher prompting. Cites irrelevant or inaccurate reasons/evidence from the text to support the author’s claims. Explain (paraphrase) the author’s view inaccurately. 	<ul style="list-style-type: none"> Identify 1-2 of the author’s claim(s). Cite 1-2 reasons/evidence from the text that support the author’s claims. Explain (paraphrase) the author’s view accurately in own words. 	<ul style="list-style-type: none"> Identify 3-4 of the author’s claim(s). Cite 3-4 reasons/evidence from the text that support the author’s claims. Explain (paraphrase) the author’s view accurately in own words. 	Critique the author’s writing in texts at Level Q and above.

GRADE 2

QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
R.2.9 Compare and contrast the most important points of two texts.	Unable to identify similarities or differences between two texts even with teacher prompting.	List similarities and differences, in some detail, between two texts with teacher support.	<ul style="list-style-type: none">• Compare two versions of the same story/folktale.• Identify similarities and differences important details.• Identify similarities and differences between the most important points found in two texts on the same topic using multiple details to support the comparison.	List accurately 3 similarities and 3 differences about a literary text.