

Encinitas Union School District



Report Card Resource

Grade 2

Encinitas Union School District – Grade 2 Report Card
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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Foundational Skills	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
	2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Identify long vowel and short vowel sounds in one-syllable words.	
	2.RF.3b. Know spelling-sound correspondences for additional common vowel teams.	Identify long and short sounds made by vowel teams.	
	2.RF.3c. Decode regularly spelled two-syllable words with long vowels.	Know the rules for long vowels in two-syllable words. Read two-syllable words with long vowel sounds.	
	2.RF.3d. Decode words with common prefixes and suffixes.	Recognize a prefix and a suffix in words. Read words with common prefixes and suffixes.	
	2.RF.3e. Identify words with inconsistent but common spelling-sound correspondences.	Recognize that some words have inconsistent spelling-sound correspondence (e.g., cow, row, bow, or pint, mint).	
	2.RF.3f. Recognize and read grade-appropriate irregularly spelled words.	Recognize irregularly spelled words.	Read grade-appropriate irregularly spelled.
	2.RF.4 Read with sufficient accuracy and fluency to support comprehension.		
	2.RF.4a. Read on-level text with purpose and understanding.	Identify and understand foundational reading skills. Identify textual purpose and understanding.	Determine the purpose for reading on-level text.
	2.RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Recognize oral reading with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies for accuracy, rate, and expression. Read on-level text fluently and accurately. Read at the appropriate rate. Read with accuracy and expression at the appropriate rate on successive reading.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Identify rereading as a strategy when confirming or self-correcting words. Understand how context can help to confirm or self-correct word recognition. Understand how to confirm or self-correct using context.	Confirm or self-correct word recognition. Confirm or self-correct word understanding.

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Literature	2.RL.1 Ask and answer questions as who, where, when, why, and how to demonstrate understanding of key details in a text.	Identify key details in text. Describe key details of the text using who, what, where, when, why, and how.	Determine the answers of informational texts using who, what, where, when, why, and how.
	2.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral	Identify fables and folktales from diverse cultures. Define diverse cultures. Recall details from stories (e.g., fables and folktales).	Recount details of a story (e.g., fables and folktales). Determine the message, lesson or moral of a story (e.g., fables and folktales).
	2.RL.3 Describe how characters in a story respond to major events and challenges	Identify literal and nonliteral words and phrases. Identify rhyming words. Identify alliteration and other types of figurative language. Recognize regular beats and repeated lines in a story, poem or song. Recognize rhythm within a story, poem or song.	Describe how words and phrases supply rhythm or impact meaning in a story, poem or song.
	2.RL.4 describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Identify literal and nonliteral words and phrases.	Determine the meaning of literal and nonliteral words and phrases.
	2.RL.5 describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Identify the structure of the story. Describe how the beginning introduces the story. Describe the action that takes place in the middle of the story. Describe how the ending concludes the action.	
	2.RL.6 acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Recognize own point of view. Identify the characters. Identify traits of each character. Define point of view. Recognize dialogue to determine who is speaking.	Analyze characters to know what type of voice to use when speaking the part. Determine differences in each character's point of view. Read the dialogue in text using appropriate voices for different characters.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plots.	Identify plot. Recognize digital text. Obtain information from illustrations and words in various types of text.	Explain characters based on illustrations and words in print. Explain setting based on illustrations and words in print. Explain plot based on illustrations and words in print. Understand characters from illustrations and words in digital text. Understand setting from illustrations and words in digital text. Understand plot from illustrations and words in digital text.
	No 2.RL.8		
	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Recall details and events from two or more versions of the same story written by different authors. Identify characters of two or more versions of the same story written by different authors.	Compare/contrast two or more versions of the same story told from different cultures.
	2.RL.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.	Identify/understand key ideas. Identify/understand craft and structure. Identify/understand integration of knowledge.	Comprehend key ideas and details. Comprehend craft and structure. Comprehend integration of knowledge.
	2.L.4 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.		
	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.		Identify context clues within sentences and know how to use them to construct meaning of unknown or multiple meaning words.
	2.L.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).	Identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell).	
	2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Identify grade appropriate root words and their meanings.	Apply knowledge of common root words to problem solve novel words with same root (e.g., addition, additional).

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Identify compound words. Identify and define individual words within the compound word.	Predict the meaning of compound words by using meaning of individual parts.
	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases. Use digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases. Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.	Apply aBC order to appropriate resources. Choose to use a glossary or dictionary to determine or clarify meaning of an unknown word. Determine or clarify meaning of unknown or multiple-meaning words and phrases.
	2.L.5 demonstrate understanding of word relationships and nuances in word meanings.		
	2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Identify real life connections between words and their use.	
	2.L.5b distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Identify verbs. Identify adjectives.	Distinguish meaning between closely related verbs. Distinguish meaning between closely related adjectives. Demonstrate understanding of word relationships. Demonstrate understanding of nuances in word meanings.
	2.L.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).	Identify and use adjectives. Identify and use adverbs.	Use words and phrases, including adjectives and adverbs, acquired through conversations. Use words and phrases, including adjectives and adverbs, acquired through reading. Use words and phrases, including adjectives and adverbs, acquired through being read to. Use words and phrases, including adjectives and adverbs, acquired through responding to texts. Use words and phrases acquired through conversations. Use words and phrases acquired through reading. Use words and phrases acquired through being read to. Use words and phrases acquired through responding to texts.

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Informational	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.RI.1 ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Identify key details in an informational text. Describe key details in an informational text using the questions who, what, when, where, why, and how.	Determine the answers to questions about informational texts using the questions who, what, when, where, why, and how.
	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Recognize the main topic of a multi-paragraph informational text. Identify the focus of specific paragraphs that support the main topic of a text.	
	2.RI.3 describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Identify the historical events that occurred in a text. Identify scientific ideas or concepts that occur in a text. Identify the steps in a procedure.	Describe the connection between a series of historical events. Describe the connection between a series of scientific ideas or concepts. Describe the connection between a series of steps from a procedure.
	2.RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Identify words and phrases in a text relevant to a grade 2 topic or subject area	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
	2.RI.5 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Determine how readers use different text features. Identify various text features. Use various text features to locate key facts or information in a text.	
	2.RI.6 assess how point of view or purpose shapes the content and style of a text.	Identify main purpose of text according to what the author is answering. Identify the author's main purpose of text to answer what the author wants to describe.	Describe the point of view of author of a text.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.RI.7 explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Identify images in an informational text. Understand the terms explain, contribute, and clarify.	Discuss how specific images add to and clarify informational text.
	2.RI.8 describe how reasons support specific points the author makes in a text.	Identify the key points in a text Identify details that support key points.	Describe how reasons support the author's specific points.
	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	Identify the important points presented in two informational texts on the same topic.	Compare the important points in two informational texts on the same topic. Contrast the important points in two informational texts on the same topic.
	2.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Identify and understand key ideas and details. Identify and understand craft and structure. Identify and understand integration of knowledge.	Comprehend key ideas and details in an informational text. Comprehend craft and structure in an informational text. Comprehend integration of knowledge in an informational text.
	2.L.4 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.		
	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.		Identify context clues within sentences and know how to use them to construct meaning of unknown or multiple meaning words.
	2.L.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).	Identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell).	
	2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Identify grade appropriate root words and their meanings.	Apply knowledge of common root words to problem solve novel words with same root (e.g., addition, additional).

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Identify compound words. Identify and define individual words within the compound word.	Predict the meaning of compound words by using meaning of individual parts.
	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases. Use digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases. Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.	Apply aBC order to appropriate resources. Choose to use a glossary or dictionary to determine or clarify meaning of an unknown word. Determine or clarify meaning of unknown or multiple-meaning words and phrases.
	2.L.5 demonstrate understanding of word relationships and nuances in word meanings.		
	2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Identify real life connections between words and their use.	
	2.L.5b distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Identify verbs. Identify adjectives.	Distinguish meaning between closely related verbs. Distinguish meaning between closely related adjectives. Demonstrate understanding of word relationships. Demonstrate understanding of nuances in word meanings.
	2.L.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).	Identify and use adjectives. Identify and use adverbs.	Use words and phrases, including adjectives and adverbs, acquired through conversations. Use words and phrases, including adjectives and adverbs, acquired through reading. Use words and phrases, including adjectives and adverbs, acquired through being read to. Use words and phrases, including adjectives and adverbs, acquired through responding to texts. Use words and phrases acquired through conversations. Use words and phrases acquired through reading. Use words and phrases acquired through being read to. Use words and phrases acquired through responding to texts.

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts Writing			
Opinion	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		
	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Identify a topic or title of a book to write about. Recognize and define opinions. Recognize and define concluding sections or statements. Recognize and define linking words.	Formulate and articulate an opinion about a text or topic. Generate reasons that support stated opinions. Organize writing to introduce, support, and conclude. Link ideas with effective words in order to connect opinions and reasons. Write an opinion piece, which introduces the topic or book. Write an opinion piece, which supplies at least 2 supporting reasons for the opinion. Write an opinion piece, which uses effective words to link opinions and reasons. Write an opinion piece, which provides a concluding statement or section.
	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Recognize how to focus on a topic. Recognize how to revise and edit.	Strengthen writing by revising. Strengthen writing by editing.
	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use basic computer skills.	Choose digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).	Apply sources and tools to conduct shared research on a single topic.	Organize relevant information on a topic. Participate in shared research and writing projects.
	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	Recall information. Gather information from sources.	Answer a question by recalling information from experiences. Answer a question using information from a provided source or multiple sources.

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Informative/Explanatory	2.W.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.		
	2.W.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.	Recognize an informative text. Recognize explanatory text. Identify topic sentences. Identify facts. Identify definitions. Identify concluding statements.	Use facts and definitions to develop points. Determine an appropriate concluding statement or section. Write informative/explanatory texts that focus on a specific topic. Write informative/explanatory texts that use facts and definitions to develop the topic. Write informative/explanatory texts that include a concluding statement or section.
	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Recognize how to focus on a topic. Recognize how to revise and edit.	Strengthen writing by revising. Strengthen writing by editing.
	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use basic computer skills.	Choose digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).	Apply sources and tools to conduct shared research on a single topic.	Organize relevant information on a topic. Participate in shared research and writing projects.
	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	Recall information. Gather information from sources.	Answer a question by recalling information from experiences. Answer a question using information from a provided source or multiple sources.

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Narrative	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Identify components of a narrative including beginning and ending. Identify sequence of events. Identify details related to events. Identify temporal words.	Choose relevant details that correspond to a chosen event. Reflect on identified event. Apply appropriate temporal words in order to signal change of events in a narrative. Create relevant and elaborated details to support events of a narrative. Write a narrative that recounts a well-elaborated event or short sequence of events. Write a narrative that includes supporting details, temporal words, and a sense of closure.
	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Recognize how to focus on a topic. Recognize how to revise and edit.	Strengthen writing by revising. Strengthen writing by editing.
	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Use basic computer skills.	Choose digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).	Apply sources and tools to conduct shared research on a single topic.	Organize relevant information on a topic. Participate in shared research and writing projects.
	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	Recall information. Gather information from sources.	Answer a question by recalling information from experiences. Answer a question using information from a provided source or multiple sources.

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Language Conventions	2.L.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	2.L.1a Use collective nouns (e.g., group).	Identify collective nouns. Identify when to use collective nouns when writing.	Use collective nouns when speaking.
	2.L.1b form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Recognize irregular plural nouns.	Identify when to form irregular plural nouns when writing. Form and use regular and irregular plural nouns when speaking.
	2.L.1c Use reflexive pronouns (e.g., myself, ourselves).	Recognize reflexive pronouns.	Identify when to use reflexive pronouns when speaking. Use reflexive pronouns when speaking.
	2.L.1d form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Know past tense forms of irregular verbs.	Identify when to use past tense of irregular verbs when writing and speaking. Form and use regular and irregular verbs when writing and speaking.
	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	Identify adjectives. Identify adverbs.	Identify when to choose between adjectives and adverbs when writing and speaking. When writing and speaking, use adjectives and adverbs, and choose between them depending on what is to be modified.
	2.L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movie; the little boy watched the movie; the action movie was watched by the little boy).	Identify when to rearrange complete, simple, and compound sentences when writing.	Produce, expand, and rearrange complete, simple, and compound sentences.
	2.L.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.L.2a Capitalize holidays, product names, and geographic names.	Capitalize holidays. Capitalize product names. Capitalize geographic names.	Apply correct capitalization when writing.
	2.L.2b Use commas in greetings and closings of letters.	Apply correct punctuation. Use commas in addresses.	Use commas in greetings of letters. Use commas in closings of letters. Apply correct punctuation when writing.
	2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.	Apply correct punctuation. Use commas and quotation marks in dialogue.	Apply correct punctuation when writing.
	2.L.2d Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).		Use spelling rules and patterns. Apply correct spelling when writing.
	2.L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Use reference materials, including beginning dictionaries, as needed to check and correct spelling.
	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	2.L.3a Compare formal and informal uses of English.	Recognize language conventions for writing. Recognize language conventions for speaking. Recognize language conventions for reading. Recognize language conventions for listening. Identify conventions of language for formal use of English. Identify conventions of language for informal use of English.	Apply language knowledge when writing. Apply language knowledge when reading. Apply language knowledge when listening. Apply knowledge of language conventions when writing. Apply knowledge of language conventions when reading. Apply knowledge of language conventions when listening. Compare formal and informal uses of English. Use knowledge of language when speaking. Use knowledge of language conventions when speaking.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	<p>2.L.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>	<p>Identify and use adjectives. Identify and use adverbs.</p>	<p>Use words and phrases, including adjectives and adverbs, acquired through conversations. Use words and phrases, including adjectives and adverbs, acquired through reading. Use words and phrases, including adjectives and adverbs, acquired through being read to. Use words and phrases, including adjectives and adverbs, acquired through responding to texts. Use words and phrases acquired through conversations. Use words and phrases acquired through reading. Use words and phrases acquired through being read to. Use words and phrases acquired through responding to texts.</p>

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Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Speaking and Listening	2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
	2.SL.1a follow agreed-upon rules 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).	Identify key ideas from second grade topics and texts. Identify agreed-upon rules for discussion. Recognize how others listen.	Determine if agreed-upon discussion rules are being followed. Follow agreed-upon rules for discussion.
	2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.	Recognize how others ask questions on topics. Recognize how others move conversations along.	Formulate comments and questions appropriate to the topic of discussion. Connect comments to the comments of others.
	2.SL.1c ask for clarification and further explanation as needed about the topics and texts under discussion.		Ask questions to better understand topics and text.
	2.SL.2recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Recount key ideas and/or details from a text read aloud. Recount key ideas and/or details from information presented orally. Recount key ideas and/or details through other media. Describe key ideas or details from a text read aloud. Describe key ideas or details from information presented orally. Describe key ideas or details through other media.	

Second Grade: Report Card Resource Document for Language Arts

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.SL.3 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.	Identify a speaker's topic or issue. Identify situations where information is needed about what a speaker says. Identify situations where understanding could be deepened. Identify situations where comprehension needs to be clarified.	Formulate appropriate questions about a speaker's statements to clarify comprehension. Formulate appropriate questions about a speaker's statements to gather additional information. Formulate appropriate questions about a speaker's statements to deepen understanding of a topic or issue. Formulate answers to questions about what a speaker says to clarify comprehension. Formulate answers to questions about what a speaker says to provide additional information. Formulate answers to questions about what a speaker says to deepen understanding of a topic or issue. Ask and answer questions about what a speaker says to clarify comprehension. Ask and answer questions about what a speaker says to gather additional information. Ask and answer questions about what a speaker says to deepen understanding of a topic or issue.
	2.SL.4 tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Identify appropriate facts. Identify relevant, descriptive details. Identify and recall an experience. Recognize what constitutes a coherent sentence. Recognize what constitutes an adequate audible volume.	Determine appropriate facts. Determine relevant, descriptive details. Formulate coherent sentences. Tell a story or recount an experience aloud, with appropriate facts. Tell a story or recount an experience aloud, with relevant, descriptive details. Tell a story while speaking audibly in coherent sentences.
	2.SL.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.	Recognize an audio recording. Recount an experience.	Determine when it is appropriate to clarify ideas with drawings or visually. Determine when it is appropriate to clarify thoughts with drawings or visually. Determine when it is appropriate to clarify feelings with drawings or visually. Clarify ideas, thoughts, and feelings by adding drawings/visual displays. Create audio recordings of stories or poems. Add drawings/visual displays to stories. Add drawings/visual displays to experiences.
	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3).	Recognize complete sentences in writing and when spoken. Identify the audience. Recognize task and situation.	Differentiate when a situation calls for speaking in complete sentences. Interpret requested detail or clarification. Formulate a response. Speak in complete sentences when appropriate to task and situation. Respond to answer questions or to clarify.

Second Grade: Report Card Resource Document for Math

Report card Strand	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Mathematics and Mathematical Practices			
Operations and Algebraic Thinking	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Identify the unknown in an addition or subtraction word problem.	Determine operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare. Use drawings or equations to represent one- and two-step word problems. Add and subtract within 100 to solve one-step word problems with unknowns in all positions. Write an addition and subtraction equation with a symbol for the unknown.
	2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	-Know mental strategies for addition and subtraction. -Know from memory all sums of two one-digit numbers	Apply mental strategies to add and subtract fluently within 20. Fluently add and subtract within 20.
	2.OA.3 Write an equation to express an even number as a sum of two equal addends.	Recognize that in groups of even numbers objects will pair up evenly.	Determine whether a group of objects is odd or even, using a variety of strategies. Generalize the fact that all even numbers can be formed from the addition of 2 equal addends. Count a group of objects up to 20 by 2s. Write an equation to express a given even number as a sum of two equal addends.
	2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Write an equation with repeated equal addends from an array.	Generalize the fact that arrays can be written as repeated addition problems. Solve repeated addition problems to find the number of objects using rectangular arrays.
	2.OA.5 & 2.OA.6 are not represented in the deconstructed standards		
Number and Operations in Base Ten			
	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.		
	2.NBT.1a: 100 can be thought of as a bundle of ten tens — called a “hundred.”	Explain the value of each digit in a 3-digit number. Identify a bundle of 10 tens as a “hundred”.	Represent a three-digit number with hundreds, tens, and ones.
	2.NBT.1b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.	
	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	Count within 1000. Skip-count by 5s to 1000. Skip-count by 10s to 1000. Skip-count by 100s to 1000..	

Second Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.NBT.4 Compare two three- digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Know the value of each digit represented in a three-digit number. Know what $>$, $<$, and $=$ symbols each represent.	Compare two three-digit numbers based on place value of each digit Use $>$, $=$, and $<$ symbols to record the results of comparisons.
	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Know strategies for adding and subtracting based on place value Know strategies for adding and subtracting based on properties of operations. Know strategies for adding and subtracting based on the relationship between addition and subtraction. Fluently add and subtract within 100.	Choose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.
	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Know strategies for adding two- digit numbers based on place value and properties of operations.	Use strategies to add up to four two-digit numbers.
	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Understand place value within 1000. Decompose any number within 1000 into hundreds, tens, and ones.	Choose an appropriate strategy for solving an addition or subtraction problem within 1000. Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the thinking used. Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.
	2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Know place value within 1000.	Apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900.
	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.	Explain why addition and subtraction strategies based on place value and properties of operations work.
Measurement and Data	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Identify tools that can be used to measure length.	Determine which tool is most appropriate to use to measure the length of an object. Measure the length of objects, using appropriate tools.

Second Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Know strategies for estimating length. Recognize the size of inches, feet, centimeters, and meters.	Determine if an estimate is reasonable. Estimate lengths in units of inches, feet, centimeters, and meters.
	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Name standard length units.	Compare lengths of two objects. Determine how much longer one object is than another in standard length units.
	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Add and subtract lengths within 100. Recognize the size of inches, feet, centimeters, and meters	Solve word problems involving lengths that are given in the same units. Solve word problems involving length that have equations with a symbol for the unknown number.
	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Represent whole numbers from 0 on a number line with equally spaced points.	Explain length as the distance between zero and another mark on the number line diagram. Use a number line to represent the solution of whole-number sums and differences related to length within 100.
	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Look for and make use of structure. Tell time using analog clocks to the nearest 5 minutes. Tell time using digital clocks to the nearest 5 minutes. Write time using analog clocks and digital clocks. Identify the hour and minute hand on an analog clock. Identify and label when a.m. and p.m. occur.	Determine what time is represented by the combination of the number on the clock face and the position of the hands.
	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies. Identify the \$ and ¢ symbols.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.
	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Read tools of measurement to the nearest unit.	Represent measurement data on a line plot. Measure lengths of several objects to the nearest whole unit. Measure lengths of objects by making repeated measurements of the same object. Create a line plot with a horizontal scale marked in whole numbers using measurements.

Second Grade: Report Card Resource Document for Math

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Geometry	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g., faces, angles, sides, vertices, etc.) - Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes.	Describe and analyze shapes by examining their sides and angles, not by measuring. Compare shapes by their attributes (e.g., faces, angles). Draw shapes with specified attributes.
	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Define partition. Identify a row. Identify a column. Count to find the total number of same-size squares.	Determine how to partition a rectangle into same-size squares.
	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Identify two, three, and four equal shares of a whole. Describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, etc. Describe the whole as two halves, three thirds, or four fourths.	Justify why equal shares of identical wholes need not have the same shape.

Reading Foundation Skills- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of grade-level appropriate reading foundational skills 	<ul style="list-style-type: none"> • Applies foundational skills to above grade-level texts
3- Meets Expectations	<ul style="list-style-type: none"> • Demonstrates understanding of the organization and basic features of print • Demonstrates understanding of spoken words, syllables, and sounds (phonemes) • Know grade-level phonics and word analysis skills in decoding words both in isolation and in text • Read emergent reader text with purpose and understanding (K) • Read with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> • Use and identify the distinguishing features of a sentence (K/1) Produce rhyming words, segment single syllable words, initial/medial/final sounds and consonant blends (K/1) • Apply grade-level phonics and word analysis skills in decoding words both in isolation and in text • Read on-level text fluently, accurately, and at an appropriate rate with expression
2- Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of grade-level expectations 	<ul style="list-style-type: none"> • At times needs support in order to meet grade-level expectations
1- Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of grade-level expectations 	<ul style="list-style-type: none"> • Support and intervention is necessary in order to meet grade-level expectations

Reading Literature Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	At an advanced Lexile® band, students can independently identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	At an advanced Lexile® band, students can independently comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
3-Meets Expectations	Within grade level Lexile® band, students can independently identify and understand with minimal support: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	Within grade level Lexile® band, students can independently comprehend and explain with minimal support: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
2-Below Expectations	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
1-Far Below Expectations	At a Lexile® level band below grade level, students require significant support and intervention and struggles to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	At a Lexile® band below grade level, students require significant support and intervention and struggles to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge

Reading Informational Rubric K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	At an advanced Lexile® band, students can independently identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	At an advanced Lexile® band, students can independently comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
3-Meets Expectations	Within grade level Lexile® band, students can independently identify and understand with minimal support: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	Within grade level Lexile® band, students can independently comprehend and explain with minimal support: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
2-Below Expectations	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
1-Far Below Expectations	At a Lexile® level band significantly below grade level, students require significant support and intervention and struggles to identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	At a Lexile® band significantly below grade level, students require significant support and intervention and struggles to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text

Writing Opinion/Argument Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Defines point of view and independently identifies and selects an insightful personal opinion or argument to address 	<ul style="list-style-type: none"> The opinion or point of view is skillfully stated using advanced writing skills and vocabulary Ideas and information are skillfully and creatively organized sequentially with an engaging topic sentence, strong supporting details, and an interesting conclusion Linking words and phrases are used creatively to connect multiple opinions and reasons
3- Meets Expectations	<ul style="list-style-type: none"> Defines point of view and selects a personal opinion or argument to address from provided prompts 	<ul style="list-style-type: none"> The opinion or point of view is clearly stated using grade-level writing skills and vocabulary Ideas and information are organized with a clear topic sentence, sequence, supporting details, and conclusion Linking words and phrases are used effectively to connect opinions and reasons
2- Below Expectations	<ul style="list-style-type: none"> Requires guidance and support to define point of view and select a personal opinion or argument 	<ul style="list-style-type: none"> The opinion or argument is not clearly stated Ideas and information are not clearly and sequentially organized, do not fully support the argument, and may be off-topic Few, if any linking words and phrases are used to connect opinions and details
1- Far Below Expectations	<ul style="list-style-type: none"> Is unable to define point of view and select a personal opinion 	<ul style="list-style-type: none"> An opinion or argument is not stated Organization shows no evidence of grade-level writing skills Little or no details and reasons are provided to support opinion

Writing Informative/Explanatory Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is skillfully developed to convey ideas with at advanced grade-level vocabulary, facts, definitions, and details • Related information is extensive and skillfully grouped • Illustrations, charts, or tables are included to aid comprehension • The topic is creatively organized with an engaging topic sentence, multiple details, and an interesting conclusion • Linking words and phrases demonstrate advanced vocabulary to connect ideas
3-Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is developed to convey ideas clearly with grade-level appropriate facts, definitions, and details • Related information is grouped • Illustrations are included to aid comprehension • The topic is organized with a clear topic sentence, supporting details, and conclusion • Grade-level appropriate linking words and phrases are used to connect ideas
2-Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is not clearly developed and supported with appropriate facts, definitions, and details • Grouping of related information is unclear and lacks organization • Illustrations may not be included and do not clearly support the topic • The topic is not clearly and sequentially organized, and some details may be off-topic • Few, if any appropriate linking words and phrases are used to connect ideas
1-Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is undeveloped and difficult to identify • Related information is not grouped together • Illustrations are absent or unclearly related to the topic • There is little evidence of sequential organization and structure or use of grade-level vocabulary

Writing Narrative Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Independently identifies an experience or situation, real or imagined, to write about Chooses relevant details that correspond to the chosen event If grade-level appropriate, defines narrator and character, and identifies story elements and structure 	<ul style="list-style-type: none"> The narrative clearly and creatively establishes a situation or experience (real or imagined) using advanced vocabulary and written expression The narrative engagingly recounts several events with supporting details Events are clearly related and sequentially organized with creative and unusual transitional words and an interesting sense of closure Expressive language shows emotion, enthusiasm, or individuality If grade-level appropriate, characters are introduced and dialogue is used creatively to describe actions, thoughts, and feelings
3- Meets Expectations	<ul style="list-style-type: none"> Identifies an experience or situation, real or imagined, to write about Chooses relevant details that correspond to the chosen event If grade-appropriate, defines narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> The narrative establishes a clearly defined situation or experience (real or imagined) The narrative recounts several events with supporting details Events are clearly related and sequentially organized with grade-level appropriate transitional words and a sense of closure Grade-level descriptive language is used to describe objects, thoughts, actions, and feelings If grade-level appropriate, characters are introduced and dialogue is used to reveal actions, thoughts, and feelings
2- Below Expectations	<ul style="list-style-type: none"> Needs guidance to identify an experience or situation, real or imagined, to write about Needs guidance to choose relevant details that correspond to the event If grade-level appropriate, needs guidance to define narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> The situation or event is established but not clearly defined. Some events are recounted but not clearly sequenced or supported with details The organization, sequences, and closure may be confusing There is minimal use of descriptive language If grade-level appropriate, the narrative attempts to introduce characters and use dialogue to support the plot
1- Far Below Expectations	<ul style="list-style-type: none"> Is unable to identify and experience or situation, real or imagined, to write about Is unable to choose relevant details that correspond to an event If grade-level appropriate, is unable to define narrator or character and to identify story elements and structure 	<ul style="list-style-type: none"> A situation or event is not introduced The narrative lacks related events and is not sequenced in a logical order Closure is not attempted or identifiable There is no use of descriptive language If grade-level appropriate, there is no attempt to introduce characters or use dialogue

Written Conventions K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Consistently uses advanced punctuation and grammar Spells correctly using advanced vocabulary. Writing/final product is always neat and legible. 	Student is able to independently, consistently, and accurately edit and revise written work to improve writing
3- Meets Expectations	<ul style="list-style-type: none"> Minimal errors in grade-level punctuation, grammar, and spelling. Effective choice of vocabulary Writing is legible 	Edits and revises written work to meet grade-level expectations
2- Approaches Expectations	<ul style="list-style-type: none"> Inconsistent use of correct punctuation and grammar Spelling errors sometimes interfere with understanding Writing is often illegible 	Edits and revises written work inconsistently and needs support
1- Below Expectations	<ul style="list-style-type: none"> Consistent use of incorrect punctuation and grammar Spelling errors interfere with understanding. Written work is illegible and interferes with understanding 	Final product has frequent unedited errors

Oral Language Speaking/Listening- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Demonstrates strong command of grade level appropriate oral language skills. 	<ul style="list-style-type: none"> Uses advanced grade level speech and vocabulary in formal and informal conversation/presentations.
3- Meets Expectations	<ul style="list-style-type: none"> Acquire grade appropriate conversational, general academic, and domain specific words and phrases, including words that signal spatial and temporal relationships. Identify grade level appropriate information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Recognize that the use of digital media and visual displays of data are used to express information and enhance understanding of presentations. 	<ul style="list-style-type: none"> Use grade appropriate conversational words, general academic words, domain specific words, and words that signal spatial and temporal relationships. Read, record and/or create at the grade appropriate level, recordings (NA for K-1) that demonstrate fluent reading. Recognize “engaging” audio recordings. Create visual displays Orally perform a clear presentation based on grade level specific criteria. Use and recognize formal and informal speech appropriately with corresponding volume. Listen actively to discussions and presentations.
2- Below Expectations	<ul style="list-style-type: none"> Acquisition of oral language is below the grade level standards. 	<ul style="list-style-type: none"> At times, needs support in order to present and communicate effectively.
1- Far Below Expectations	<ul style="list-style-type: none"> Acquisition of oral language is far below the grade level standards. 	<ul style="list-style-type: none"> Support and intervention is necessary in order to present and communicate effectively.

Math Operations and Algebraic Thinking- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate advanced understanding in math fluency	Students can compute/solve problems at advanced grade-level expectations
3- Meets Expectations	Students demonstrate an understanding of their grade level math fluency standards: <ul style="list-style-type: none"> • Represent/solve problems • Understand operational properties 	Students can: <ul style="list-style-type: none"> • Successfully compute/explain grade level operations. • Solve grade level word problems using pictures, objects and/or numbers with known/unknown numbers
2- Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations in math fluency with support
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations	Students demonstrate limited skills in grade-level expectations for math fluency, requiring significant support and intervention

Math Fluency Standards

- K-Add/subtract within 5
- 1-Add/subtract within 10
- 2-Add/subtract within 20
- 3-Multiply/divide within 100
- 4-Add/subtract within 1,000,000
- 5-Multi-digit multiplication

Math Number and Operations in Base Ten- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate strong understanding of place value at advanced grade-level expectations	Students can perform operations using place value at advanced grade-level expectations
3- Meets Expectations	Students demonstrate an understanding of their grade level standards in place value & operations in base ten	Students can perform operations of whole numbers using strategies based on place value and properties of operations. Students can use grade level specific math tools (ie; number lines, hundred charts, multiplication charts) to support their grade-level specific work.
2- Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations with support
1- Far Below Expectations	Demonstrates little or no understanding of grade-level expectations	Students demonstrate limited skills in grade-level expectations requiring significant support and intervention

Measurement and Data K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate strong understanding of measurement and data grade level expectations.	Students can perform at advanced grade level expectations.
3- Meets Expectations	Students demonstrate an understanding of their grade level standards in: <ul style="list-style-type: none"> • measurement (K – 5th) • geometric measurement: area, perimeter(4th – 5th), volume (5th) • time (1st – 3rd) • represent data/numbers on a number line (2nd – 5th) • geometric angles (4th) • money (2nd) • graphing (2nd – 3rd) 	Students can: <ul style="list-style-type: none"> • measure and estimate intervals of time (1st – 3rd) • measure, compare, and estimate lengths • use addition/subtraction and solve word problems involving measurement • make measurement conversions (4th & 5th) • calculate area and perimeter using multiplication and addition (3rd – 5th) • create and interpret data or numbers on a number line • define, recognize, identify and measure angles (4th) • solve word problems involving money (2nd) • draw picture graphs and bar graphs to represent data sets
2- Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

Geometry K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	Students demonstrate strong understanding of geometry grade level expectations.	Students can perform beyond grade level expectations.
3-Meets Expectations	Students demonstrate an understanding of their grade level standards in: *equi-partitioning of wholes (2 nd & 3 rd) *identifying shapes with specific attributes *angles & symmetrical figures (4 th) *integers on number lines (5 th)	Students can: *partition shapes *name shapes with identifying attributes *analyze and draw two-dimensional figures to identify points, lines, line segments, rays, angles , perpendicular and parallel lines. (4 th) *recognize lines of symmetry *use the coordinate system (graphing points) and interpret coordinate values of points in real world context and mathematical problems. (5 th)
2-Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
1-Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.