



Milton Area School District Standards Based Report Card Rubrics Grade 2 English Language Arts (ELA) 2016 – 2017



Standards-based grading aligns grading with the PA (Pennsylvania) Core Standards. The purpose of the report card is to communicate achievement of standards to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught throughout the school year at Milton Area School District.

In ELA, research indicates a student's background knowledge and prior experience may affect reading and/or word study levels. Students may read/spell below, on, and/or above level depending on the genre and content of the text or previous word knowledge exposure. Meeting standards proficiency scores (MS) reflect the range of text complexity students may experience due to these influential factors. Developing readers may score below benchmark, but are demonstrating progress to grade-level students depending on text type, genre, and background knowledge.

By the end of the year, students are expected to be proficient for each standard. Students scoring below proficiency will receive instructional supports to achieve mastery for specific content and skills.

The purpose of this standards-based report card rubric is to assist students and parents in understanding the specific learning expectations for students to be considered proficient at each grade level in each skill area. These learning expectations may grow or increase as the school year progresses and more content is introduced.

Use the following key to assist in understanding grade level expectations and the scores representing student progress:

SBRC Score:	NS	AS	MS	ES
Means:	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
Equivalent to:	Not grasping key concepts, processes and essential skills. An area of concern that requires support.	Inconsistently grasps and applies key concepts, processes and skills. Approaching grade-level standards.	Grasps and applies key concepts, processes and skills. Meets stated goals. Works on grade level.	Consistently grasps, applies and extends key concepts, processes and skills to a greater depth than presented. Works above grade level.

If you have questions regarding student progress towards grade-level benchmarks, please contact your child's teacher for more information.

1.1 Foundational Skills

	NS – Needs Support	AS – Approaching Standards	MS - Meets Standards	ES - Exceeds Standards
Phonics and Word Recognition	<p>CC.1.1.K.D Know and apply below grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read below grade-level words with inflectional endings. Read below grade-appropriate irregularly spelled words. 	<p>CC.1.1.1.D Know and apply below grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify common consonant digraphs, final-e, and common vowel teams. Decode one- and two-syllable words with common patterns. Read below grade-level words with inflectional endings. Read below grade-appropriate irregularly spelled words. 	<p>CC.1.1.2.D Know and apply below grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read below-grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read below-grade appropriate irregularly spelled words. 	<p>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and *derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. <p>*suffix changes meaning of original word (ex. big bigger biggest)</p>
Fluency*	<p>CC.1.1.K.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.1.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>CC.1.1.3.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Read on 2nd grade level text with purpose and understanding at a rate according to the chart below.

DIBELS Fluency Benchmark Goals

	2nd Grade			
	1	2	3	4
ES	NA	NA	NA	NA
MS	52+	72+	72+	87+
AS	37-51	55-71	55-71	65-86
NS	0-36	0-54	0-54	0-64

WCPM (words correct per minute)

1.2 Reading Informational Text

	NS – Needs Support	AS – Approaching Standards	MS - Meets Standards	ES - Exceeds Standards
Key Ideas and Details	<p>CC.1.2.K.A</p> <ul style="list-style-type: none"> With prompting and support, identify the main idea and retell key details of text. <p>CC.1.2.K.B</p> <ul style="list-style-type: none"> With prompting and support, answer questions about key details in a text. <p>CC.1.2.K.C</p> <ul style="list-style-type: none"> With prompting and support, make a connections between two individuals, events, ideas, or pieces of information in a text. 	<p>CC.1.2.1.A</p> <ul style="list-style-type: none"> Identify the main idea and retell key details of text. <p>CC.1.2.1.B</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text. <p>CC.1.2.1.C</p> <ul style="list-style-type: none"> Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>CC.1.2.2.A</p> <ul style="list-style-type: none"> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <p>CC.1.2.2.B</p> <ul style="list-style-type: none"> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <p>CC.1.2.2.C</p> <ul style="list-style-type: none"> Describe the connection between a series of events, concepts, or steps in a procedure within a text. 	<p>CC.1.2.3.A</p> <ul style="list-style-type: none"> Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.2 <p>CC.1.2.3.B</p> <ul style="list-style-type: none"> Ask and answer questions about the text and make inferences from text; refer to text to support responses. E03.B-K.1.1.1 <p>CC.1.2.3.C</p> <ul style="list-style-type: none"> Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. E03.B-K.1.1.3
Craft and Structure	<p>CC.1.2.K.E</p> <ul style="list-style-type: none"> Identify parts of a book (title, author) and parts of a text (beginning, end, details). <p>CC.1.2.K.F</p> <ul style="list-style-type: none"> With prompting and support, ask and answer questions about unknown words in a text. 	<p>CC.1.2.1.E</p> <ul style="list-style-type: none"> Use various text features and search tools to locate key facts or information in a text. <p>CC.1.2.1.F</p> <ul style="list-style-type: none"> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 	<p>CC.1.2.2.E</p> <ul style="list-style-type: none"> Use various text features and search tools to locate key facts or information in a text efficiently. <p>CC.1.2.2.F</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in above grade-level text including multiple-meaning words. 	<p>CC.1.2.3.D</p> <ul style="list-style-type: none"> Explain the point of view of the author. E03.B-C.2.1.1 <p>CC.1.2.3.E</p> <ul style="list-style-type: none"> Use text features and search tools to locate and interpret information. E03.B-C.2.1.2 <p>CC.1.2.3.F</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.B-V.4.1.1 E03.B-V.4.1.2
Integration of Knowledge and Ideas	<p>CC.1.2.K.G</p> <ul style="list-style-type: none"> Answer questions to describe the relationship between illustrations and the text in which they appear. <p>CC.1.2.K.H</p> <ul style="list-style-type: none"> With prompting and support, identify the reasons an author gives to support points in a text. <p>CC.1.2.K.I</p> <ul style="list-style-type: none"> With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. 	<p>CC.1.2.1.G</p> <ul style="list-style-type: none"> Use the illustrations and details in a text to describe its key ideas. <p>CC.1.2.1.H</p> <ul style="list-style-type: none"> Identify the reasons an author gives to support points in a text. <p>CC.1.2.1.I</p> <ul style="list-style-type: none"> Identify basic similarities in and differences between two texts on the same topic. 	<p>CC.1.2.2.G</p> <ul style="list-style-type: none"> Explain how graphic representations contribute to and clarify a text. <p>CC.1.2.2.H</p> <ul style="list-style-type: none"> Describe how reasons support specific points the author makes in a text. <p>CC.1.2.2.I</p> <ul style="list-style-type: none"> Compare and contrast the most important points presented by two texts on the same topic. 	<p>CC.1.2.3.G</p> <ul style="list-style-type: none"> Use information gained from text features to demonstrate understanding of a text. E03.B-C.3.1.3 <p>CC.1.2.3.H</p> <ul style="list-style-type: none"> Describe how an author connects sentences and paragraphs in a text to support particular points. E03.B-C.3.1.1 <p>CC.1.2.3.I</p> <ul style="list-style-type: none"> Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.2

1.2 Reading Literature

	NS – Needs Support	AS – Approaching Standards	MS - Meets Standards	ES - Exceeds Standards
Key Ideas and Details	<p>CC.1.3.K.A</p> <ul style="list-style-type: none"> With prompting and support, retell familiar stories including key details. <p>CC.1.3.K.B</p> <ul style="list-style-type: none"> Answer questions about key details in a text. <p>CC.1.3.K.C</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. 	<p>CC.1.3.1.A</p> <ul style="list-style-type: none"> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <p>CC.1.3.1.B</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text. <p>CC.1.3.1.C</p> <ul style="list-style-type: none"> Describe characters, settings, and major events in a story using key details. 	<p>CC.1.3.2.A</p> <ul style="list-style-type: none"> Recount stories and determine their central message, lesson, or moral. <p>CC.1.3.2.B</p> <ul style="list-style-type: none"> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <p>CC.1.3.2.C</p> <ul style="list-style-type: none"> Describe how characters in a story respond to major events and challenges. 	<p>CC.1.3.3.A</p> <ul style="list-style-type: none"> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2 <p>CC.1.3.3.B</p> <ul style="list-style-type: none"> Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1 <p>CC.1.3.3.C</p> <ul style="list-style-type: none"> Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3
Craft and Structure	<p>CC.1.3.K.D</p> <ul style="list-style-type: none"> Name the author and illustrator of a story and define the role of each in telling the story. <p>CC.1.3.K.E</p> <ul style="list-style-type: none"> Recognize common types of text. <p>CC.1.3.K.F</p> <ul style="list-style-type: none"> Ask and answer questions about unknown words in a text. 	<p>CC.1.3.1.D</p> <ul style="list-style-type: none"> Identify who was telling the story at various points in a text. <p>CC.1.3.1.E</p> <ul style="list-style-type: none"> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <p>CC.1.3.1.F</p> <ul style="list-style-type: none"> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 	<p>CC.1.3.2.D</p> <ul style="list-style-type: none"> Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. <p>CC.1.3.2.E</p> <ul style="list-style-type: none"> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <p>CC.1.3.2.F</p> <ul style="list-style-type: none"> Describe how words and phrases supply rhythm and meaning in a story, poem, or song. 	<p>CC.1.3.3.D</p> <ul style="list-style-type: none"> Explain the point of view of the author. E03.A-C.2.1.1 <p>CC.1.3.3.E</p> <ul style="list-style-type: none"> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. <p>CC.1.3.3.F</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 E03.A-V.4.1.2
Integration of Knowledge and Ideas	<p>CC.1.3.K.G</p> <ul style="list-style-type: none"> Make connections between the illustrations and the text in the story (read or read aloud). <p>CC.1.3.K.H</p> <ul style="list-style-type: none"> Compare and contrast the adventures and experiences of characters in familiar stories. 	<p>CC.1.3.1.G</p> <ul style="list-style-type: none"> Use illustrations and details in a story to describe characters, setting, or events. <p>CC.1.3.1.H</p> <ul style="list-style-type: none"> Compare and contrast the adventures and experiences of characters in stories. 	<p>CC.1.3.2.G</p> <ul style="list-style-type: none"> Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. <p>CC.1.3.2.H</p> <ul style="list-style-type: none"> Compare and contrast two or more versions of the same story by different authors or from different cultures. 	<p>CC.1.3.3.G</p> <ul style="list-style-type: none"> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). <p>CC.1.3.3.H</p> <ul style="list-style-type: none"> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. E03.A-C.3.1.1

1.5 Speaking and Listening

	NS – Needs Support	AS – Approaching Standards	MS - Meets Standards	ES - Exceeds Standards
Comprehension and Collaboration	<p>CC.1.5.K.A</p> <ul style="list-style-type: none"> Participate in collaborative conversations with peers and adults in small and larger groups <p>CC.1.5.K.B</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p>CC.1.5.K.C</p> <ul style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<p>CC.1.5.1.A</p> <ul style="list-style-type: none"> Participate in collaborative conversations with peers and adults in small and larger groups. <p>CC.1.5.1.B</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <p>CC.1.5.1.C</p> <ul style="list-style-type: none"> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<p>CC.1.5.2.A</p> <ul style="list-style-type: none"> Participate in collaborative conversations with peers and adults in small and larger groups. <p>CC.1.5.2.B</p> <ul style="list-style-type: none"> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <p>CC.1.5.2.C</p> <ul style="list-style-type: none"> 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. 	<p>CC.1.5.3.A</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. <p>CC.1.5.3.B</p> <ul style="list-style-type: none"> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. <p>CC.1.5.3.C</p> <ul style="list-style-type: none"> Ask and answer questions about information from a speaker, offering appropriate detail.
Presentation of Knowledge and Ideas	<p>CC.1.5.K.D</p> <ul style="list-style-type: none"> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. <p>CC.1.5.K.E</p> <ul style="list-style-type: none"> Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>CC.1.5.1.D</p> <ul style="list-style-type: none"> Describe people, places things, and events with relevant details, expressing ideas and feelings clearly. <p>CC.1.5.1.E</p> <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation. <p>CC.1.5.1.F</p> <ul style="list-style-type: none"> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. 	<p>CC.1.5.2.D</p> <ul style="list-style-type: none"> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <p>CC.1.5.2.E</p> <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <p>CC.1.5.2.F</p> <ul style="list-style-type: none"> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. 	<p>CC.1.5.3.D</p> <ul style="list-style-type: none"> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. <p>CC.1.5.3.E</p> <ul style="list-style-type: none"> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <p>CC.1.5.3.F</p> <ul style="list-style-type: none"> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.