

READING	Q1	Q2	Q3	Q4
<b>Phonics and Word Recognition</b> ELAGSE2RF3	3 2 1 Distinguishes long vs. short vowels.	3 2 1 Know spelling-sound correspondences for additional common vowel teams.  Decodes regularly spelled-two syllable words with long vowels.	3 2 1 Decodes words with common prefixes and suffixes.  Identifies words with inconsistent but common spelling-sound correspondences.	3 2 1 Demonstrates proficiency in Quarters 1-3 skills.
<b>Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level: <b>Pre-A A B C D E F G H I J K L M N O P Q R S T U V W</b> K 1st 2nd 3rd 4th 5th			
<b>Key Ideas and Details</b> ELAGSE2RL1 ELAGSE2RI1	3 2 1 Asks and answers questions (who, what, where, when, and why) to demonstrate understanding of key details in a text.	3 2 1 Asks and answers questions (who, what, where, when, and why) to demonstrate understanding of key details in a text.	3 2 1 Asks and answers questions recount stories, and determines central message.	3 2 1 Asks and answers questions identifies the main topic of informational text.
<b>Key Ideas and Details</b> ELAGSE2RL2 ELAGSE2RI2	3 2 1 Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3 2 1 Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	3 2 1 Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3 2 1 Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<b>Key Ideas and Details</b> ELAGSE2RL3 ELAGSE2RI3	3 2 1 Describes how characters in a story respond to major events and challenges.	3 2 1 Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3 2 1 Describes how characters in a story respond to major events and challenges.	3 2 1 Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure (Literary)</b> ELAGSE2RL4 ELAGSE2RL5 ELAGSE2RL6	3 2 1 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	3 2 1 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	3 2 1 Acknowledges differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
<b>Craft and Structure (Informational)</b> ELAGSE2RI4 ELAGSE2RI5 ELAGSE2RI6	3 2 1 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	3 2 1 Know and use various text features to locate key facts or information in a text efficiently.	3 2 1 Identifies the main purpose of a text, including what the author wants to answer, explain, or describe.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
<b>Integration of Knowledge and Ideas</b> ELAGSE2RL7 ELAGSE2RL9	3 2 1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	3 2 1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	3 2 1 Compare and contrast two or more versions of the same story by different authors or from different cultures.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
<b>Integration of Knowledge and Ideas</b> ELAGSE2RI7 ELAGSE2RI8 ELAGSE2RI9	3 2 1 Explain how specific images contribute to and clarify a text.	3 2 1 Describe how reasons support specific points the author makes in a text.	3 2 1 Compare and contrast the most important points presented by two texts on a same topic.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
WRITING	Q1	Q2	Q3	Q4
<b>Text Types and Purposes</b> ELAGSE2W1 ELAGSE2W2 ELAGSE2W3	3 2 1 Narrative Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feeling, use temporal words to signal event order, and provide a sense of closure.	3 2 1 Informative/Explanatory Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3 2 1 Opinion 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 session.	3 2 1 Narrative, Informative and Opinion

LANGUAGE	Q1	Q2	Q3	Q4
<b>Conventions of Standard English</b> ELAGSE2L1	3 2 1 Uses and forms collective and irregular plural nouns.  Creates documents with legible handwriting.	3 2 1 Uses reflexive pronouns. Form and use the past tense of frequently occurring irregular verbs.  Forms and uses the past tense of frequently occurring irregular verbs.  Creates documents with legible handwriting.	3 2 1 Uses adjectives and adverbs, and choose between them depending on what is to be modified.  Produces, expands, and rearranges complete simple and compound sentences.	3 2 1 Demonstrates proficiency in Quarters 1-3 skills.
<b>Conventions of Standard English</b> ELAGSE2L2	3 2 1 Capitalize holidays, product names, and geographic names.  Uses commas in greetings and closing of letters.	3 2 1 Uses an apostrophe to form contractions and frequently occurring possessives.	3 2 1 Generalizes learned spelling patterns.  Consults reference materials to check and correct spellings.	3 2 1 Demonstrates proficiency in Quarters 1-3 skills.
<b>Knowledge of Language</b> ELAGSE2L3	3 2 1 Uses knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Uses knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Uses knowledge of language and its conventions when writing, speaking, reading, or listening.	3 2 1 Uses knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>Vocabulary Acquisition and Use</b> ELAGSE2L4 ELAGSE2L6	3 2 1 Use sentence-level context as a clue to the meaning of a word or phrase.	3 2 1 Determine the meaning of the new word formed when a prefix is added to a known word.	3 2 1 Use a known root word as a clue to the meaning of an unknown word with the same root.	3 2 1 Use knowledge of the meaning of individual words to predict the meaning of compound words.  Use glossaries, and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
SPEAKING & LISTENING	Q1	Q2	Q3	Q4
<b>Comprehension and Collaboration</b> ELAGSE2SL1	3 2 1 Follows agreed-upon rules for discussions.  Builds on others' talk in conversations.  Asks for clarification and further explanation as needed.	3 2 1 Follows agreed-upon rules for discussions.  Builds on others' talk in conversations.  Asks for clarification and further explanation as needed.	3 2 1 Follows agreed-upon rules for discussions.  Builds on others' talk in conversations.  Asks for clarification and further explanation as needed.	3 2 1 Follows agreed-upon rules for discussions.  Builds on others' talk in conversations.  Asks for clarification and further explanation as needed.
<b>Presentation of Knowledge</b> ELAGSE2L4 ELAGSE2L5 ELAGSE2L6	3 2 1 Tells a story or recounts an experience with facts and details.	3 2 1 Tells a story or recounts an experience with facts and details.	3 2 1 Produces complete sentences to provide requested detail or clarification.	3 2 1 With guidance and support creates audio recordings of stories or poems.
MATH	Q1	Q2	Q3	Q4
<b>Understand Place Value</b> 2.NR.1	3 2 1 Explains a three-digit number represents amounts of hundreds, tens, and ones in a variety of ways.	3 2 1 Compare and order whole numbers to 1000 using >, =, and < symbols.	3 2 1 Skip counts by 1's, 5's, 10's, 25's, and 100's within 1000.	3 2 1 Represent, read, write, and compare numerical values to 1000 using place value understanding.
<b>Addition and Subtraction within 20</b> 2.NR.2	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.	3 2 1 Fluently add and subtract within 20 using mental strategies with accuracy and automaticity.
<b>Addition and Subtraction within 1,000</b> 2.NR.2	3 2 1 Fluently add and subtract within 100 using methods and strategies.	3 2 1 Find 10 more, 10 less and 100 more, 100 less in a three-digit number.	3 2 1 Solve Real-Life Problems involving addition and subtraction within 1000.	3 2 1 Solve Real-Life Problems involving addition and subtraction within 1000.
<b>Foundations for Multiplication</b> 2.NR.3	3 2 1	3 2 1	3 2 1	3 2 1 Work with equal groups to solve real-life mathematical problems.
<b>Reasoning with Patterns</b> 2.PAR.4	3 2 1 Identify and describe growing and shrinking patterns involving addition and subtraction up to 20.	3 2 1 Identify, describe, and create a numerical pattern using addition and subtraction within 1000.	3 2 1 Create growing and shrinking patterns involving addition and subtraction up to 20.	3 2 1 Extend and create growing, shrinking, and repeating patterns.

<b>Solve Real-Life Problems with Data and Measurement</b> 2.MDR.5	3 2 1 Asks and answers questions based on appropriate graphical displays.	3 2 1 Estimate and measure the lengths of objects and distance using inches, feet, and yards.	3 2 1 Represents addition and subtraction on a number line.	3 2 1 Solve real-life problems involving measurement and data.
<b>Solve Real-Life Problems with Time and Money</b> 2.MDR.6	3 2 1	3 2 1	3 2 1	3 2 1 Solve real-life problems involving elapsed time.
<b>Draw and Partition Shapes</b> 2.GSR.7	3 2 1	3 2 1	3 2 1	3 2 1 Identify and describe equal-sized parts of the whole using fractional names.  Draw and partition equal-sized parts of the whole using fractional names.
SCIENCE	Q1	Q2	Q3	Q4
<b>Obtain, Evaluate and Communicate Scientific Information</b>	3 2 1	3 2 1	3 2 1	3 2 1
Physical Science: Describes and classifies different objects according to their physical properties. (S2P1)	3 2 1	Physical Science: Investigates how pushes and pulls affect an object's motion and speed. (S2P2)	Earth Science: Investigates how shadows, moon phases and length of day change over various time periods. (S2E2)	Life Science: Investigates and models the life cycle of different plants and animals. (S2L1)
3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Physical Science: Observes and constructs an explanation that some changes in matter caused by heating and cooling can be reversed and some changes are irreversible. (S2P1)	3 2 1	Physical Science: Designs a device to change the speed or direction of an object. (S2P2)	Earth Science: Designs/builds a structure to demonstrate shadows change throughout the day. (S2E2)	Life Science: Constructs an explanation of an animal's role in dispersing seeds or in the pollination of plants. (S2L1)
3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Physical Science: Explains how structures made from small pieces can be disassembled then rearranged to make new/different structures. (S2P1)	Earth Science: Argues how stars come in different sizes, brightness and how they relate to our sun. (S2E1)	Life Science: Explains the causes and effects of environmental changes in the local community. (S2E3)		
SOCIAL STUDIES	Q1	Q2	Q3	Q4
<b>Geographic Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
Locate and compare the geographic regions of Georgia and locate the major rivers on a physical map. (SS2G1ab)		Describe how J. Oglethorpe, Tomochichi, M. Musgrove, Sequoyah, and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments. (SS2G2b)	Describe how J. Gordon Lowe, J. Robinson and M. Luther King Jr. adapted to and were influenced by their environments. (SS2G2b)	Describe how J. Carter adapted to and was influenced by his environment. (SS2G2b)
<b>Historical Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Compare and contrast the Muscogee (Creek) and Cherokee cultures of the past to Georgians today. (SS2H2a)	Describe the lives and contributions of J. Gordon Lowe, J. Robinson and M. Luther King Jr. (SS2H1cde)	Describe the life and contributions of J. Carter. (SS2H1f)
		Describe the lives and contributions of J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah. (SS2H1ab)		
<b>Civic and Government Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
Define the concept of government and the need for rules and laws. (SS2CG1)		Give examples of how J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah demonstrated positive citizenship traits. (SS2CG3)	Give examples of how J. Gordon Lowe, J. Robinson and M. Luther King Jr. demonstrated positive citizenship traits. (SS2CG3)	Give examples of how J. Carter demonstrated positive citizenship traits. (SS2CG3)
Identify the elected officials of the executive branch and where they work. (SS2CG2abc)				
<b>Economic Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
				Explain scarcity. (SS2E1)
				Describe costs and benefits of personal savings and spending choices. (SS2E3)
				Explain how money makes trade easier. (SS2E4)
HEALTH	Q1	Q2	Q3	Q4
<b>Comprehends concepts of health promotion and disease prevention</b>	3 2 1	3 2 1	3 2 1	3 2 1
Expresses and deals with emotions and feelings in healthy ways.		Achieves a short-term personal health goal.	Applies personal health behaviors to achieve goals.	Avoids potentially harmful substances is a healthy practice.
<b>Learning Skills &amp; Behaviors</b>	S P N N/A	S P N N/A	S P N N/A	S P N N/A



PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Motor Skills and Movement Patterns, Concepts and Principles	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.
Personal and Social Behavior/Rules and Safety	S P N N/A Respects personal and group space.	S P N N/A Respects personal and group space.	S P N N/A Respects personal and group space.	S P N N/A Respects personal and group space.
ART	Q1	Q2	Q3	Q4
Creates art to express individual ideas, thoughts, & feelings using elements of art & principles of design	3 2 1 Recognizes art elements and principles.	3 2 1 Investigates art elements and principles.	3 2 1 Uses and explains art elements and principles in artworks.	3 2 1 Emphasizes specific art elements and principles in artworks.
Uses art terminology to communicate thoughts & feelings about artworks	3 2 1 Recognizes how art vocabulary communicates thoughts and feelings about artworks.	3 2 1 Investigates how art vocabulary communicates thoughts and feelings about artworks.	3 2 1 Uses art vocabulary to communicate thoughts and feelings about artworks.	3 2 1 Uses and explains how art vocabulary communicates thoughts and feelings about artworks.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Demonstrates through performance an awareness of pitch	3 2 1 Demonstrates melodic patterns.	3 2 1 Sings melodies in appropriate singing voice.	3 2 1 Reads melodic patterns.	3 2 1 Demonstrates pitch concepts.
Demonstrates through performance an awareness of rhythm	3 2 1 Demonstrates repeated patterns.	3 2 1 Reads and notates rhythms.	3 2 1 Improvises rhythm patterns.	3 2 1 Demonstrates rhythm concepts.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies 2nd grade concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

### PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

**3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations  
**3** = Meets Standards - Consistently and independently  
**2** = Progressing toward meeting standards  
**1** = Limited progress or does not meet standards

or NA = Not assessed at this time

### LEARNING SKILLS & BEHAVIORS

**S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors  
**P** = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time  
**N** = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success  
**N/A** = **NOT ASSESSED** - Meaning teacher was unable to assess student. See comment in "Specials/ General Comment" section.

### Reading Level Characteristics

<b>Pre A / A</b> Tips For Families:	Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts <i>with help</i> . Encourage your child to finger point each spoken word to the written word.
<b>B</b> Tips For Families:	Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts <i>with help</i> while encouraging to finger point each spoken word to the written word.
<b>C</b> Tips For Families:	Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.
<b>D</b> Tips For Families:	Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word endings.
<b>E</b> Tips For Families:	Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.
<b>F</b> Tips For Families:	Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.
<b>G</b> Tips For Families:	Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.
<b>H</b> Tips For Families:	Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children will begin to read more new texts silently in order to achieve efficient and smooth processing.
<b>I</b> Tips For Families:	Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time. Find <i>short</i> chapter books with a single point of view and illustrations to help support the text.
<b>J</b> Tips For Families:	Readers are able to process a variety of texts. Children read silently during independent reading.
<b>K</b> Tips For Families:	Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.
<b>L</b> Tips For Families:	Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.
<b>M</b> Tips For Families:	Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.
<b>N</b> Tips For Families:	Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.
<b>O</b> Tips For Families:	Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.
<b>P</b> Tips For Families:	Readers can identify the characteristics of a full range of genres. As children encounter more abstract text it is crucial that it can be comprehended by the child.
<b>Q-W</b> Tips For Families:	Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.

### ELA/Reading

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### Math

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### Science

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### Social Studies

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### Specials\General Comments

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### PLACEMENT INFORMATION

Promoted to 3rd grade   
  Placed in 3rd grade   
  Additional Year in 2nd Grade