

FOUNDATIONS (F)	Q1	Q2	Q3	Q4
Phonics (P)				
K-2.FP.1 Phoneme-Grapheme Correspondences	3 2 1	3 2 1	3 2 1	3 2 1
	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels. (a, b)
K-2.FP.2 Decoding with Phonics	3 2 1	3 2 1	3 2 1	3 2 1
	Decode regularly spelled two-syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)	Decode regularly spelled two-syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)	Decode regularly spelled two-syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)	Decode regularly spelled two-syllable words with a variety of spelling patterns including high frequency and nonsense words. (a,c)
K-2.FP.3 Encoding with Phonics	3 2 1	3 2 1	3 2 1	3 2 1
	Encode regularly spelled two-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)	Encode regularly spelled two-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)	Encode regularly spelled two-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)	Encode regularly spelled two-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a,c)
Fluency (F)				
K-2.FF.1 Oral and Silent Reading Fluency	3 2 1	3 2 1	3 2 1	3 2 1
	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)
K-2.FF.1 Oral and Silent Reading Fluency	3 2 1	3 2 1	3 2 1	3 2 1
	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade level texts with appropriate prosody to demonstrate understanding. (c)
Handwriting (H)				
K-2.FH.1 Motor skills and Letter/Word Formation	3 2 1	3 2 1	3 2 1	3 2 1
		Form all letters and words with accuracy, consistency, and efficiency. Use appropriate spacing throughout the body of a text. (a, c)	Form all letters and words with accuracy, consistency, and efficiency. Use appropriate spacing throughout the body of a text. (a, c)	Form all letters and words with accuracy, consistency, and efficiency. Use appropriate spacing throughout the body of a text. (a, c)
LANGUAGE	Q1	Q2	Q3	Q4
Grammar and Conventions (GC)				
K-2.L.GC.1 Grammar, Usage, and Mechanics	3 2 1	3 2 1	3 2 1	3 2 1
	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.
K-2.L.GC.2 Syntax	3 2 1	3 2 1	3 2 1	3 2 1
		Use a variety of simple sentence types to develop clarity and coherence in written texts. (b)		Use a variety of simple sentence types to develop clarity and coherence in written texts. (b)
Vocabulary (V)				
K-2.L.V.1 General, Academic, and Specialized Vocabulary	3 2 1	3 2 1	3 2 1	3 2 1
	Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings. (a, b)		Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings. (a, b)	Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings. (a, b)
K-2.L.V.2 Word Analysis	3 2 1	3 2 1	3 2 1	3 2 1
		Identify and construct frequently occurring root words and affixes to deconstruct words to determine or clarify meaning. (a, c)		Identify and construct frequently occurring root words and affixes to deconstruct words to determine or clarify meaning. (a, c)
K-2.L.V.3 Meaning and Purpose	3 2 1	3 2 1	3 2 1	3 2 1
		Distinguish shades of meaning among verbs that differ in manner and adjectives that differ in intensity. (c)		Distinguish shades of meaning among verbs that differ in manner and adjectives that differ in intensity. (c)

TEXTS (T): INTERPRETING	Q1	Q2	Q3	Q4
Context (C)				
K-2.T.C.1 Purpose and Audience	3 2 1	3 2 1	3 2 1	3 2 1
		Determine the general purpose and target audience in a variety of texts. (a)	Determine the general purpose and target audience in a variety of texts. (a)	Determine the general purpose and target audience in a variety of texts. (a)
K-2.T.C.2 Authors and Speakers	3 2 1	3 2 1	3 2 1	3 2 1
			Use examples of language from the text to identify various points of view. (a)	Use examples of language from the text to identify various points of view. (a)
Structures and Styles (SS)				
K-2.T.SS.1 Organization	3 2 1	3 2 1	3 2 1	3 2 1
	Explain how various text features contribute to the meaning and organization of texts. (a)	Explain how various text features contribute to the meaning and organization of texts. (a)	Explain how various text features contribute to the meaning and organization of texts. (a)	Explain how various text features contribute to the meaning and organization of texts. (a)
K-2.T.SS.2 Craft	3 2 1	3 2 1	3 2 1	3 2 1
			Identify the difference between literal and nonliteral or figurative language in texts. (a)	Identify the difference between literal and nonliteral or figurative language in texts. (a)
Techniques (T)				
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	3 2 1	3 2 1	3 2 1	3 2 1
	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)	Identify and describe techniques within a given text. (1a, 2a, 3a, 4a)
Research and Analysis (RA)				
K-2.T.RA.1 Research and Inquiry	3 2 1	3 2 1	3 2 1	3 2 1
		Conduct research to answer questions on a shared or personal topic of interest. (b)		Conduct research to answer questions on a shared or personal topic of interest. (b)
K-2.T.RA.2 Curating Sources and Evidence	3 2 1	3 2 1	3 2 1	3 2 1
	Refer to specific parts of texts when supporting an idea, answer, or opinion. (a)		Refer to specific parts of texts when supporting an idea, answer, or opinion. (a)	Refer to specific parts of texts when supporting an idea, answer, or opinion. (a)
Reading Proficiency Status	Above Grade-Level On Grade-Level Below Grade-Level	Above Grade-Level On Grade-Level Below Grade-Level	Above Grade-Level On Grade-Level Below Grade-Level	Above Grade-Level On Grade-Level Below Grade-Level
TEXTS (T): CONSTRUCTING	Q1	Q2	Q3	Q4
Context (C)				
K-2.T.C.1 Purpose and Audience	3 2 1	3 2 1	3 2 1	3 2 1
		Create a multimodal text on a self-selected topic. (c)		Create a multimodal text on a self-selected topic. (c)
Structure and Style (SS)				
K-2.T.SS.1 Organization	3 2 1	3 2 1	3 2 1	3 2 1
		Use text features to add clarity and meaning to texts. (b)		Use text features to add clarity and meaning to texts. (b)
K-2.T.SS.2 Craft	3 2 1	3 2 1	3 2 1	3 2 1
	Use descriptive words to craft engaging texts. (b)		Use descriptive words to craft engaging texts. (b)	Use descriptive words to craft engaging texts. (b)
Techniques (T)				
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	3 2 1	3 2 1	3 2 1	3 2 1
	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2c, 3c, 4b)
Research and Analysis (RA)				
K-2.T.RA.1 Research and Inquiry	3 2 1	3 2 1	3 2 1	3 2 1
		Organize and share related, relevant, and accurate information through a variety of different modes. (c)		Organize and share related, relevant, and accurate information through a variety of different modes. (c)

MATH	Q1	Q2	Q3	Q4
2.NR.1 Understand Place Value	3 2 1	3 2 1	3 2 1	3 2 1
		Explain a three-digit number represents amounts of hundreds, tens, and ones in a variety of ways.	Compare and order whole numbers to 1000 using >, =, and < symbols.	Represent, read, write, and compare numerical values to 1000 using place value understanding.
2.NR.2.1 Addition and Subtraction Fluency within 20	3 2 1	3 2 1	3 2 1	3 2 1
	Fluently add and subtract within 20 using a variety of strategies.	Fluently add and subtract within 20 using a variety of strategies.	Fluently add and subtract within 20 using a variety of strategies.	Fluently add and subtract within 20 using a variety of strategies.
2.NR.2 Addition and Subtraction within 1,000	3 2 1	3 2 1	3 2 1	3 2 1
		Fluently add and subtract within 100 using methods and strategies.	Find 10 more, 10 less and 100 more, 100 less in a three-digit number.	Solve real-life problems involving addition and subtraction within 1000.
2.NR.3 Foundations for Multiplication	3 2 1	3 2 1	3 2 1	3 2 1
				Work with equal groups to solve real-life problems.
2.PAR.4 Reasoning with Patterns	3 2 1	3 2 1	3 2 1	3 2 1
	Identify, describe, and create numerical patterns involving addition and subtraction within 100.	Identify, describe, and create a numerical pattern using addition and subtraction within 1000.	Create growing and shrinking patterns involving addition and subtraction up to 20.	Extend and create growing, shrinking, and repeating patterns.
2.MDR.5 Solve Real-Life Problems with Data and Measurement	3 2 1	3 2 1	3 2 1	3 2 1
	Ask and answers questions based on appropriate graphical displays.	Estimate and measure the lengths of objects and distance using inches, feet, and yards.	Represent addition and subtraction on a number line.	Solve real-life problems involving measurement.
2.MDR.6 Solve Real-Life Problems with Time and Money	3 2 1	3 2 1	3 2 1	3 2 1
				Solve real-life problems involving elapsed time.
2.GSR.7 Draw and Partition Shapes	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
Obtain, Evaluate, and Communicate Scientific Information I	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)	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)
Obtain, Evaluate, and Communicate Scientific Information II	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)	Physical Science: Designs/builds a device to change the speed or direction of an object. (S2P2)	Earth Science: Demonstrates how shadows change throughout the day. (S2E2)	Life Science: Constructs an explanation of an animal's role in dispersing seeds and pollinating of plants. (S2L1)
Obtain, Evaluate, and Communicate Scientific Information III	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 and different structures. (S2P1)	Earth Science: Argues how stars come in different sizes and brightness, and how they relate to our Sun. (S2E1)	Earth Science: Explains the causes and effects of environmental changes in the local community. (S2E3)	
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Social Studies I	3 2 1	3 2 1	3 2 1	3 2 1
	Locate and compare the geographic regions of Georgia. (SS2G1a)	Describe the lives and contributions of J. Oglethorpe, Tomochichi, and M. Musgrove. (SS2H1a)	Describe the lives and contributions of J. Robinson and M. Luther King Jr. (SS2H1cd)	Describe the lives and contributions of J. Gordon Low, and J. Carter. (SS2H1ef)
Social Studies II	3 2 1	3 2 1	3 2 1	3 2 1
	Locate on a physical map the major rivers of Georgia. (SS2G1b)	Describe the lives and contributions of Sequoyah. (SS2H1b)	Describe how J. Robinson and M. Luther King Jr. adapted to and were influenced by their environments. (SS2G2b)	Describe how J. Gordon Low, and J. Carter adapted to and were influenced by their environments. (SS2G2b)

Social Studies III	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)	Compare and contrast the Muscogee (Creek) and Cherokee cultures of the past to Georgians today. (SS2H2)	Give examples of how J. Robinson and M. Luther King Jr. demonstrated positive citizenship traits. (SS2CG3)	Give examples of how J. Gordon Low, and J. Carter demonstrated positive citizenship traits. (SS2CG3)
Social Studies IV	3 2 1	3 2 1	3 2 1	3 2 1
	Identify the elected officials of the executive branch and where they work. (SS2CG2abc)	Describe how J. Oglethorpe, Tomochichi, M. Musgrove, Sequoyah, and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments. (SS2G2b)		Explain how people use money to obtain goods and services and how money makes trade easier than barter. (SS2E3)
Social Studies V	3 2 1	3 2 1	3 2 1	3 2 1
		Give examples of how J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah demonstrated positive citizenship traits. (SS2CG3)		Describe costs and benefits of personal savings and spending choices. (SS2E4)
HEALTH	Q1	Q2	Q3	Q4
Concepts of Health Promotion and Disease Prevention.	3 2 1	3 2 1	3 2 1	3 2 1
	Demonstrates healthy ways to express needs, wants, and feelings.	Implements actions to achieve a short-term personal health goal.	Discusses and applies personal health behaviors to achieve goals.	Describes why avoiding potentially harmful substances is a healthy practice.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Competency in a Variety of Motor Skills and Movement Patterns.	3 2 1	3 2 1	3 2 1	3 2 1
	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
ART	Q1	Q2	Q3	Q4
Creates Art to Express Individual Ideas, Thoughts, & Feelings Using Elements of Art & Principles of Design	3 2 1	3 2 1	3 2 1	3 2 1
	Recognizes art elements and principles.	Investigates art elements and principles.	Uses and explains art elements and principles in artworks.	Emphasizes specific art elements and principles in artworks.
Uses Art Terminology to Communicate Thoughts & Feelings about Artworks	3 2 1	3 2 1	3 2 1	3 2 1
	Recognizes how art vocabulary communicates thoughts and feelings about artworks.	Investigates how art vocabulary communicates thoughts and feelings about artworks.	Uses art vocabulary to communicate thoughts and feelings about artworks.	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
Creating and Performing Music	3 2 1	3 2 1	3 2 1	3 2 1
	Sings music.	Performs music on instruments.	Reads, notates, and identifies music.	Improvises, composes, and/or arranges music.
Responding and Connecting to Music	3 2 1	3 2 1	3 2 1	3 2 1
	Distinguishes between repeating and contrasting music.	Performs movements to music.	Demonstrates the connection between music and other content areas.	Evaluates and refines music and music performances with appropriate etiquette.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Personal Responsibility and Behavior				
Accepts responsibility for behavior	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
Expresses feelings appropriately	S P N	S P N	S P N	S P N

Work Habits and Independence				
Stays on task	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
Uses materials appropriately	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
Social Skills and Collaboration				
Works cooperatively with peers	S P N	S P N	S P N	S P N
Claims fair share of attention	S P N	S P N	S P N	S P N
Respect and Authority				
Shows respect for authority	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
Follows directions	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION

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



PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward mastering grade-level standards.

3+ = Makes applications, infers, and synthesizes beyond expectations of the standards
3 = Consistently and independently meets standards
2 = Progressing toward meeting standards
1 = Limited progress or does not meet standards

= Not assessed at this time

LEARNING SKILLS & BEHAVIORS KEY

S = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors most or all the time.
P = **PROGRESSING** - Student displays appropriate learning skills and behaviors some of the time.
N = **NEEDS IMPROVEMENT** - Student needs to continue working on identified learning skills and behaviors.

ELA/Reading

Math

Science

Social Studies

Specials

General Comments
