CHARLOTTE COUNTY Public Schools

Second Grade ELA

Florida B.E.S.T.

Proficiency Scale

Comparative Reading

Spotlight Standards:
ELA.2.R.3.3

Supporting Standards:
ELA.2.R.1.1, ELA.2.R.1.2, ELA.2.R.2.2,
ELA.2.V.1.1, ELA.2.V.1.3,
ELA.K12.EE.1.1, ELA.K12.EE.3.1,
ELA.K12.EE.4.1

4.0 Optional Enrichment	**I can:** ❑ compare the main characters' or authors' perspectives in two versions of a story or in two texts on the same topic.
3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*
3.0 ⭐	**By the end of the year, I will be able to:** ❑ **compare and contrast important details presented by two texts on the same topic.** ❑ **compare and contrast important details presented by two texts on the same theme.**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0

I can:

❑ identify the main topic of two texts.
❑ identify facts about the main topic of two texts.
❑ list details from two texts.
❑ compare the topic, facts, and details from the two texts.
❑ contrast the topic, facts, and details from the two texts.

❑ identify the main characters in two texts.
❑ identify the settings in two texts
❑ identify the main problems in two texts.
❑ identify the solutions in two texts
❑ outline the important events in two texts.
❑ explain how to use a compare and contrast map to organize details from two texts.
❑ compare the story elements from the two texts.
❑ contrast the story elements from the two texts.

I can use these vocabulary words:

❑ compare
❑ contrast
❑ topic
❑ facts
❑ details
❑ organize

❑ theme
❑ solution
❑ problem

1.5	*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.
0.5	*With help, I have partial success at 2.0 content.*
0	Even with help, no success.

Second Grade ELA

CHARLOTTE COUNTY Public Schools

Proficiency Scale
Interpreting Figurative Language

Florida B.E.S.T.

Spotlight Standards:
ELA.2.R.3.1

Supporting Standards:
ELA.2.R.1.3 ELA.2.R.1.4

4.0 Optional Enrichment	**I can:** ❑ write my own similes, idioms and alliterations.
3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*
3.0 ⭐	**By the end of the year, I will be able to:** ❑ identify and explain similes, idioms, and alliteration in text(s).
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ identify similes. ❑ identify what the simile is comparing. ❑ identify idioms. ❑ explain meaning of idioms. ❑ identify alliteration. ❑ explain purpose of alliteration.	**I can use these vocabulary words:** ❑ simile ❑ idiom ❑ alliteration

1.5	*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.
0.5	*With help, I have partial success at 2.0 content.*
0	Even with help, no success.

CHARLOTTE COUNTY Public Schools

Second Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Literary Elements and Summarizing**	Spotlight Standards: **ELA.2.R.1.1, ELA.2.R.3.2a** Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.3.1 ELA.2.R.1.4, ELA.2.V.1.1, ELA.2.V.1.3

4.0 Optional Enrichment	**I can:** ❑ describe how a character's traits, feelings, or behaviors change after a major event or challenge.

3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 ⭐	**By the end of the year, I will be able to:** ❑ **describe the main story elements character, setting, and the sequence of events in a story.** ❑ **retell using main story elements.**

2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ identify the characters. ❑ describe the character's feelings. ❑ describe the character's behaviors. ❑ use character's feelings, behaviors and words to analyze and determine the character's traits. ❑ identify the setting. ❑ identify details in a text that directly state when and where a story takes place. ❑ describe the setting including the time even when it is not explicitly indicated. (How do you know?) ❑ identify the events in the beginning, middle, and end of a story in a logical sequence. ❑ using text evidence, describe the problem in the story. ❑ using text evidence, describe the solution in the story. ❑ identify the plot structure including characters, setting, beginning, middle, end, problem and solution.	**I can use these vocabulary words:** ❑ character ❑ setting ❑ actions ❑ appearance ❑ feelings ❑ thoughts ❑ characteristics ❑ retell ❑ trait ❑ behavior ❑ infer ❑ inference ❑ plot ❑ structure

1.5	*I have partial success at 2.0 content.*

1.0	With help, partial success at score 2.0, content and score 3.0 content.

0.5	*With help, I have partial success at 2.0 content.*

0	Even with help, no success.

CHARLOTTE
COUNTY Public Schools

Second Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Perspective & Point of View**	Spotlight Standards: **ELA.2.R.1.3** Supporting Standards: ELA.K.12.EE.1.1, ELA.2.C.1.2, ELA.2.R.3.3 ELA.2.V.1.1, ELA.2.V.1.3 ELA.2.R.1.4

4.0 Optional Enrichment	**I can:** ❑ compare and contrast different characters' perspectives in a literary text.
3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 ⭐	**By the end of the year, I will be able to:** ❑ **identify different characters' perspectives in a literary text.** **Point of view is introduced, but not expected to be demonstrated by students.*
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ understand that perspective is character's way of thinking about something (their attitude towards a topic). ❑ understand that dialogue is what a character says or thinks and can be identified by looking for quotation marks and dialogue tags (*such as he said, she said*). ❑ describe what a specific section of story and/or illustrations tells a reader about a character's perspective (dialogue, actions, thoughts or feelings). ❑ describe two characters' responses to the same event, character, or topic in a story.	**I can use these vocabulary words:** ❑ perspective ❑ dialogue ❑ quotation marks ❑ attitude ❑ response ❑ narrator ❑ point of View (1st, 2nd, 3rd person)
1.5		*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5		*With help, I have partial success at 2.0 content.*
0	Even with help, no success.	

Second Grade ELA

Proficiency Scale
Poetry

Florida B.E.S.T.

Spotlight Standards:
ELA.2.R.1.4

Supporting Standards:
ELA.K12.EE.4.1, ELA.2.V.1.1,
ELA.2.V.1.3, ELA.2.F.1.3, ELA.2.F.1.4,
ELA.2.R.3.1

4.0 Optional Enrichment	**I can:** ❏ create, identify, and describe the rhyme scheme in my own poem.
3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*
3.0 ⭐	**By the end of the year, I will be able to:** ❏ **identify rhyme schemes in poems (students will mark the rhyme scheme and recognize rhyme scheme notation.)**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❏ list words that have the same ending sound (such as sea, three, tea). ❏ provide a rhyme for a multisyllabic word. ❏ identify words that rhyme in text. ❏ recognize and mark rhyme scheme notation.	**I can use these vocabulary words:** ❏ description ❏ line ❏ multisyllabic ❏ repetition ❏ rhyme ❏ sentence ❏ sound ❏ stanza ❏ syllables

1.5	*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.
0.5	*With help, I have partial success at 2.0 content.*
0	Even with help, no success.

CHARLOTTE COUNTY Public Schools

Second Grade ELA	Florida B.E.S.T.
Proficiency Scale **Purpose & Perspective and Argument**	Spotlight Standards: **ELA.2.R.2.3, ELA.2.R.2.4**
	Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.2.C.1.3, ELA.2.V.1.1

4.0 Optional Enrichment	**I can:** ❑ develop and support their own opinion on the topic that either agrees or disagrees with the author's opinion and argue or defend their opinion with peers.
3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 ⭐	**By the end of the year, I will be able to:** ❑ **explain an author's purpose in an informational text using text evidence.** ❑ **explain an author's opinion(s) with supporting evidence.**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ understand the differences between persuade, inform (teach, explain, & describe), & entertain (PIE). ❑ identify types of information an author might include when informing a reader about a topic (for example, the author will likely include facts, examples, and illustrations of the topic). ❑ identify types of information an author might include when trying to persuade a reader (for example, the author will likely use evidence and reasons to explain why an opinion is correct). ❑ identify author's purpose (persuade, inform, or entertain) in a text. ❑ understand the difference between fact and opinion. ❑ identify the author's opinion. ❑ find evidence that supports the author's opinion.	**I can use these vocabulary words:** ❑ purpose ❑ persuade ❑ inform ❑ entertain ❑ explain ❑ describe ❑ evidence ❑ ❑ opinion ❑ fact

1.5		*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5		*With help, I have partial success at 2.0 content.*
0	Even with help, no success.	

CHARLOTTE COUNTY Public Schools

Second Grade ELA	**Florida B.E.S.T.**
Proficiency Scale **Structure, Central Idea, and Paraphrasing**	Spotlight Standards: **ELA.2.R.2.1, ELA.2.R.2.2, ELA.2.R.3.2b**
	Supporting Standards: ELA.2.R.2.3, ELA.2.R.2.4, ELA.K12.EE.3.1, ELA.2.V.1.1, ELA.2.V.1.2

4.0
Optional
Enrichment

I can:
❑ research a topic and create a non-fiction text that incorporates text features that contribute to the meaning of the text.

3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 ⭐

By the end of the year, I will be able to:
❑ **explain how text features contribute to the meaning of the text.**

❑ **identify the central idea and relevant details in a text.**

❑ **use central idea and relevant details to retell an informational text.**

2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0

I can:

❑ identify text features. (titles, headings, bold words, captions, graphs, maps, glossaries, illustrations).
❑ describe text features.
❑ describe the purpose of text features within a text.

❑ identify the topic of the whole text.
❑ identify the topic of sections (headings) in a text.
❑ identify relevant vs. irrelevant details.
❑ explain the author's purpose and point for the topic. (topic + point = central idea).

❑ topic + point = central idea
❑ identify the central idea of a text.
❑ use accountable talk to prove how inferences can lead to central idea.
❑ identify relevant vs. irrelevant details.

I can use these vocabulary words:
❑ titles
❑ headings
❑ captions
❑ graphs
❑ maps
❑ glossaries
❑ table of contents
❑ index
❑ side bars
❑ labeled diagrams

❑ relevant/irrelevant
❑ text features

❑ central idea
❑ contribute
❑ purpose
❑ illustrations
❑ infer/inference

1.5	*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.
0.5	*With help, I have partial success at 2.0 content.*
0	Even with help, no success.

CHARLOTTE COUNTY Public Schools

Second Grade ELA	Florida B.E.S.T.
Proficiency Scale **Theme**	Spotlight Standards: **ELA.2.R.1.2**
	Supporting Standards: ELA.2.R.1.1, ELA.2.R.3.2a, ELA.K12.EE.1.1, ELA.2.R.3.3, ELA.K12.EE.3.1, ELA.2.V.1.1, ELA.2.V.1.3, ELA.2.R.1.4

4.0 Optional Enrichment	**I can:** ❑ make connections within/across genres that have common themes.
3.5	*I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0	**By the end of the year, I will be able to:** ❑ **identify and explain the theme of literary text.**
2.5	*I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	**I can:** ❑ identify the story elements- plot structure, (characters, setting, problem, solution and major events). ❑ identify key details. ❑ use details of the story and background knowledge/schema to draw an inference. ❑ use accountable talk to prove how the inferences can lead to a theme. ❑ provide evidence to support theme. ❑ understand the moral of the story.	**I can use these vocabulary words:** ❑ theme ❑ infer ❑ moral/lesson ❑ background knowledge ❑ characters ❑ setting ❑ problem/solution ❑ plot structure

1.5	*I have partial success at 2.0 content.*
1.0	With help, partial success at score 2.0, content and score 3.0 content.
0.5	*With help, I have partial success at 2.0 content.*
0	Even with help, no success.