Woodland Park Second Grade Language Arts: Reading Readiness and Foundational Skills

Report Card Indicator: Recognizes common high frequency words (HFW)*			
Trimester	**1**	**2**	**3**	**4**
1	Student inconsistently reads all Kindergarten and Grade 1 *Fundations* list words and 0-9 Second Grade trick words	Student inconsistently reads all Kindergarten and Grade 1 *Fundations* list words and 10-14 Second Grade trick words	Independently and consistently, reads all Kindergarten and Grade 1 *Fundations* list words and 15 Second Grade trick words.	
2	Student inconsistently reads all Kindergarten and Grade 1 *Fundations* list words and 0-19 Second Grade trick words	Student inconsistently reads all Kindergarten and Grade 1 *Fundations* list words and 20-39 Second Grade trick words	Independently and consistently, reads all Kindergarten and Grade 1 *Fundations* list words and 45 Second Grade trick words.	The student independently and consistently reads all Kindergarten, First and Second Grade *Fundations* trick words and reads at a Level N
3	Student inconsistently reads all Kindergarten and Grade 1 *Fundations* list words and 0-59 Second Grade trick words	Student inconsistently reads all Kindergarten and Grade 1 *Fundations* list words and 60-82 Second Grade trick words	Independently and consistently, reads all Kindergarten and Grade 1 *Fundations* list words and all 83-84 Second Grade trick words.	The student independently and consistently reads all Kindergarten, First and Second Grade *Fundations* trick words and reads at a Level O.

Word recognition as indicated on the Fundations Word List

Report Card Indicator:	Knows and applies phonics skills in decoding words (picture, context, phonics)			
Trimester	1	2	3	4
ALL	Student is unable or rarely able use phonics skills, picture clues, and context clues to figure out unknown words. These skills include: understanding of letters and their sounds, long and short vowels, and reads words with common prefixes and suffixes.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words. These skills include: understanding of letters and their sounds, long and short vowels, and reads words with common prefixes and suffixes.	Student consistently uses phonic skills, pictures clues, and context clues to figure out unknown words. These skills include: understanding of letters and their sounds, long and short vowels, and reads words with common prefixes and suffixes.	Student is able to use skills in a higher level text. These skills include: understanding of letters and their sounds, long and short vowels, and reads words with common prefixes and suffixes.

Report Card Indicator:	Knows and applies various reading strategies			
Trimester	1	2	3	4
ALL	Student is unable or rarely able to apply various reading strategies.	Requires teacher prompting and support to: • Apply knowledge of phonics and word parts, picture clues, and context clues • Use context to confirm or self-correct word recognition and understanding • Rereads-or skips unknown words to clarify meaning	Independently and consistently able to: • Apply knowledge of phonics and word parts, picture clues, and context clues • Use context to confirm or self-correct word recognition and understanding • Rereads-or skips unknown words to clarify meaning	In above level text, the student independently and consistently: • Apply knowledge of phonics and word parts, picture clues, and context clues • Use context to confirm or self-correct word recognition and understanding • Rereads-or skips unknown words to clarify meaning

Report Card Indicator:	Reads with fluency (expression, rate, phrasing, accuracy)			
Trimester	**1**	**2**	**3**	**4**
ALL	Student is unable or rarely able to read with purpose and understanding. Student reads primarily word by word with occasional but infrequence or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to the author's meaning or punctuation; no stress or inappropriate stress, and slow rate.	Student inconsistently reads below level text with purpose and understanding. Student reads primarily in two word phrases with some three and four word groups and some word by word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress with slow rate most of the time.	Student consistently reads on level text with purpose and understanding. Student reads primarily in three or four word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.	In above level text, the student independently and consistently reads with purpose and understanding. Student reads primarily in larger, meaningful phrases or word groups; mostly smooth expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with few slowdowns.

Report Card Indicator:	Reads with literal comprehension (retells with key details including main idea, characters, setting and informational text features)* see **Reads at Grade Level** *for appropriate reading levels*			
Trimester	**1**	**2**	**3**	**4**
ALL	Student rarely demonstrates literal understanding of stories and informational texts. Retellings and responses are simple, demonstrate little understanding of the text and are generally based on pictures.	Student sometimes demonstrates literal understanding of stories and informational texts. Retellings and responses demonstrate partial understanding of text and partial application of target comprehension skills. The student can: • Ask and answer questions	In **on-level** texts, student demonstrates a literal understanding of stories and informational texts. Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. Using on-level texts, the student can:	In **above grade** level texts, student consistently demonstrates a strong literal understanding of texts. Retellings and responses demonstrate a thorough literal understanding of the text and application of above level comprehension skills. Using above-level texts, the student can:

		• Retells show how the story is introduced and how the ending concludes the action identifying how each parts builds on one another. • Describes how characters in a story respond to major events and challenges • Uses various text features (captions, bold print, indexes, subheadings, glossaries) • Identifies the main topic and supporting details • Compares and contrasts two versions of the same story • Uses words in print to demonstrate understanding of story elements	• Ask and answer questions • Retells show how the story is introduced and how the ending concludes the action identifying how each parts builds on one another. • Describes how characters in a story respond to major events and challenges • Uses various text features (captions, bold print, indexes, subheadings, glossaries) • Identifies the main topic and supporting details • Compares and contrasts two versions of the same story • Uses words in print to demonstrate understanding of story elements	• Ask and answer questions • Retells show how the story is introduced and how the ending concludes the action identifying how each parts builds on one another. • Describes how characters in a story respond to major events and challenges • Uses various text features (captions, bold print, indexes, subheadings, glossaries) • Identifies the main topic and supporting details • Compares and contrasts two versions of the same story • Uses words in print to demonstrate understanding of story elements

Report Card Indicator:	Reads with inferential comprehension (predictions, conclusions, inferences) *see **Reads at Grade Level** for appropriate reading levels			
Trimester	**1**	**2**	**3**	**4**
ALL	Students notices few details in picture and text. Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts.	Student inconsistently notices some clues in pictures and texts. Student sometimes extends thinking to describe a few clues. Student demonstrates a limited inferential understanding of informational and imaginative texts.	Student notices clues in pictures and texts. Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. Student demonstrates an inferential understanding of informational and imaginative texts.	Student consistently analyzes clues in pictures and text. Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose. Student demonstrates an insightful inferential understanding of informational and imaginative texts.

Report Card Indicator:	Demonstrates stamina during independent reading			
Trimester	**1**	**2**	**3**	**4**
1	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.
2	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.
3	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 35 minutes.

Report Card Indicator:	Reads grade level text*			
Trimester	**1**	**2**	**3**	**4**
1	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I .	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L or above.
2	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J or K.	Student has achieved reading success at a Level L or M.	Student has achieved reading success at a Level N or above.
3	Student has achieved reading success at Level J or below.	Student has achieved reading success at a Level K or L.	Student has achieved reading success at a Level M.	Student has achieved reading success at Level N or above.

- *Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System*

Woodland Park Second Grade Language Arts: Writing

Report Card Indicator:	Follows structure of genre (Opinion, Informative/Explanatory, Narrative)			
Trimester	**1**	**2**	**3**	**4**

ALL	With guidance and support student rarely follow text structure:
	(Opinion)
	  o state an opinion to introduce topic
	  o supply reasons to support
	  o sense of closure
	(Info. /Explanatory)
	  o introduce topic
	  o supply facts/evidence
	  o sense of closure
	(Narrative)
	  o recount 2 or more sequenced events
	  o include details regarding events
	  o use temporal words
	  o sense of closure
		With guidance and support student can sometimes follow text structure:
		(Opinion)
		  o state an opinion to introduce topic
		  o supply reasons to support
		  o sense of closure
		(Info. /Explanatory)
		  o introduce topic
		  o supply facts/evidence
		  o sense of closure
		(Narrative)
		  o recount 2 or more sequenced events
		  o include details regarding events
		  o use temporal words
		  o sense of closure
			With guidance and support student can follow text structure:
			(Opinion)
			  o state an opinion to introduce topic
			  o supply reasons to support
			  o sense of closure
			(Info. /Explanatory)
			  o introduce topic
			  o supply facts/evidence
			  o sense of closure
			(Narrative)
			  o recount 2 or more sequenced events
			  o include details regarding events
			  o use temporal words
			  o sense of closure
				Student consistently and independently follow text structure:
				(Opinion)
				  o state an opinion to introduce topic
				  o supply reasons to support
				  o sense of closure
				(Info. /Explanatory)
				  o introduce topic
				  o supply facts/evidence
				  o sense of closure
				(Narrative)
				  o recount 2 or more sequenced events
				  o include details regarding events
				  o use temporal words
				  o sense of closure

Report Card Indicator:	Generates ideas with independence			
Trimester	**1**	**2**	**3**	**4**
1	• Student does not generate ideas or sequence events. • Student thinks, sketches or writes a few unrelated ideas, as taught in the units of study.	• Student generates a few ideas and sequences events for writing from experiences or imagination. • Student thinks, sketches, and writes some ideas, as taught in the units of study.	• Student generates some ideas and sequences events for writing from experiences or imagination. • Student rehearses idea with others when prompted. • Student thinks, sketches, and writes some ideas, as taught in the units of study.	• Student generates ideas and sequences events for writing from experiences or imagination. • Student rehearses ideas with others when prompted. Student thinks, sketches, and writes to tell a story, as taught in the units of study.
2,3	• Student generates a few ideas and sequences events for writing from experiences or imagination. • Student thinks, sketches, and writes some ideas, as taught in the units of study. • The topic is partially evident.	• Student generates some ideas and sequences events for writing from experiences or imagination. • Student rehearses idea with others when prompted. Student thinks, sketches, and writes some ideas, as taught in the units of study. • The topic is evident but too broad or too specific.	• Student generates ideas and sequences events for writing from experiences or imagination. • Student rehearses ideas with others. Student thinks, sketches, and writes to tell a story, as taught in the units of study. • Student chooses and narrows topic with support.	• Student generates interesting ideas and sequences events for writing from texts read, experiences or imagination. • Student rehearses ideas with others and/or independently. Student thinks, sketches, and writes with vivid ideas and details to tell a story, as taught in the units of study. • Student chooses and narrows topic with support.

Report Card Indicator: Elaborates by using details and descriptions				
Trimester	**1**	**2**	**3**	**4**
1 ,2	The student is unable or rarely able to stay focused on a topic and/or provide details to support a topic.	With prompting and support, the student can stay focused on a topic and provide 1-2 details to support the topic.	Independently the student can stay focused on topic and provide 2-3 details to support the topic.	Independently and consistently the student stays focused providing 4 or more details to support a topic.
3	The student is unable or rarely able to stay focused on a topic and/or provide 1 detail to support a topic.	With prompting and support, the student can stay focused on a topic and provide 2-3 details to support the topic.	Independently the student can stay focused on topic and provide 3-4 details to support the topic.	Independently and consistently the student stays focused providing 5 or more details to support a topic.

Report Card Indicator: Applies revision and editing strategies				
Trimester	**1**	**2**	**3**	**4**
ALL	With guidance and support, the student is: • beginning to add details to writing based on feedback • unable or beginning to self-edit	With guidance and support, the student is able to: • add details to writing based on feedback • self-edit to make corrections	The student is able to: • add details to writing based on feedback • self-edit to make corrections • revise to clarify and enhance writing	Consistently and independently the student is able to: • add details to writing based on feedback • self-edit to make corrections • revise to clarify and enhance writing

Report Card Indicator:	Demonstrates stamina during independent writing			
Trimester	**1**	**2**	**3**	**4**
1	Student is unable or rarely able to demonstrate stamina during writing workshop for 10 minutes.	Student inconsistently demonstrates stamina during writing workshop for 10 minutes.	Student demonstrates stamina during writing workshop for 10 minutes.	Student demonstrates stamina during writing workshop for greater than10 minutes.
2	Student is unable or rarely able to demonstrate stamina during writing workshop for 15 minutes.	Student inconsistently demonstrates stamina during writing workshop for 15 minutes.	Student demonstrates stamina during writing workshop for 15 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than15 minutes.
3	Student is unable or rarely able to demonstrate stamina during writing workshop for 20 minutes.	Student inconsistently demonstrates stamina during writing workshop for 20 minutes.	Student demonstrates stamina during writing workshop for 20 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 20 minutes.

Woodland Park Second Grade Language Arts: Language

Report Card Indicator:	Applies conventions of grammar and usage			
Trimester	**1**	**2**	**3**	**4**
1	Student does not or rarely demonstrates understanding of key concepts of grammar and usage. • "I" voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words	Student is beginning to demonstrate understanding of key concepts of grammar and usage. • "I" voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words	Student usually demonstrates understanding of key concepts of grammar and usage. • "I" voice when using a personal narrative • Action Words • Match nouns and verbs • Describing words	Student consistently demonstrates understanding of key concepts of grammar and usage. • "I" voice when using a personal narrative • Action Words • Match nouns and verbs Describing words
2	Student does not or rarely demonstrates understanding of key concepts of grammar and	Student is beginning to demonstrate understanding of key concepts of grammar and	Student usually demonstrates understanding of key concepts of grammar and usage listed in the first trimester plus:	Student consistently demonstrates understanding of key concepts of grammar and

	usage listed in the first trimester plus: • Uses sequencing words (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, exclamatory, imperative)	usage listed in the first trimester plus: • Uses sequencing words (first, next, then, finally) • Uses a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, imperative)	• Uses sequencing words (first, next, then, finally) • Uses a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, imperative) • Includes determiners (this, that, these, those) and prepositions	usage listed in the first trimester plus: • Uses sequencing words (first, next, then, finally) • Uses a variety of complete sentences (simple, compound, declarative, interrogative, exclamatory, imperative) • Includes determiners (this, that, these, those) and prepositions
3	Student does not or rarely demonstrates understanding of key concepts of grammar and usage listed in the first and second trimester, plus: • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning	Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first and second trimester plus: • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning	Student consistently demonstrates understanding of key concepts of grammar and usage listed in the first and second trimester plus: • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning	Student consistently applies above grade level understanding of key concepts of grammar and usage listed in the first and second trimester plus: • Common, proper, possessive nouns • Uses conjunctions to expand ideas • Varies choice of describing words to clarify meaning

Report Card Indicator: Applies writing mechanics (capitalization, punctuation, complete sentences)				
Trimester	**1**	**2**	**3**	**4**
1	Student does not or rarely demonstrates understanding of key concepts of mechanics.	Student is beginning to demonstrate understanding of key concepts of mechanics, including: - Capitalizing the first letter of his/her name - Capitalizing the pronoun "I" - Capitalizing the first word in a sentence - Using end punctuation	Student usually demonstrates understanding of key concepts of grammar, including: - Capitalizing the first letter of his/her name - Capitalizing the pronoun "I" - Capitalizing the first word in a sentence - Using end punctuation - Attempts to use commas	Student consistently demonstrates understanding of key concepts of mechanics including: - Capitalizing the first letter of names - Capitalizing the pronouns ("I", dates) - Capitalizing the first word in a sentence - Using end punctuation - Uses commas in dates and to separate single words in a series
2	Student rarely demonstrates understanding of key concepts of mechanics. - Capitalizing the first letter of his/her name - Capitalizing the pronoun "I" - Capitalizing the first word in a sentence - Using end punctuation	Student is beginning to demonstrate understanding of key concepts of mechanics, including: - Capitalizing the first letter of his/her name - Capitalizing the pronoun "I" - Capitalizing the first word in a sentence - Using end punctuation - Attempts to use commas	Student usually demonstrates understanding of key concepts of grammar, including: - Capitalizing the first letter of names - Capitalizing ("I" and dates) - Capitalizing the first word in a sentence - Using end punctuation - Uses commas in dates and to separate single words in a series	Student consistently demonstrates understanding of key concepts of mechanics including: - Capitalizing names of people and places - Capitalizing ("I" and dates) - Capitalizing the first word in a sentence - Using end punctuation - Uses commas in dates and to separate single words in a series

Student rarely demonstrates understanding of key concepts of mechanics.	Student is beginning to demonstrate understanding of key concepts of mechanics, including:	Student usually demonstrates understanding of key concepts of grammar, including:	Student consistently demonstrates understanding of key concepts of mechanics including:
• Capitalizing the first letter of his/her name • Capitalizing the pronoun "I" • Capitalizing the first word in a sentence • Using end punctuation	• Capitalizing names of people and dates • Capitalizing the pronoun "I" • Capitalizing the first word in a sentence • Using end punctuation • Attempts to use commas	• Capitalizing names of people and places • Capitalizing ("I" and dates) • Capitalizing the first word in a sentence • Using end punctuation • Uses commas in dates and to separate single words in a series	• Capitalizing names of people and places • Capitalizing ("I" and dates, holidays) • Capitalizing the first word in a sentence • Using end punctuation • Uses commas in dates, to separate single words in a series, and in greetings and closings

Report Card Indicator:	Learns and applies spelling patterns			
Trimester	**1**	**2**	**3**	**4**
ALL	Student does not or rarely: • Use conventional spelling for words with common spelling patterns and for common irregular words. • Use phonetic spelling for untaught words. • Write sight words with automaticity.	Student occasionally: • Uses conventional spelling for words with common spelling patterns and for common irregular words. • Uses phonetic spelling for untaught words. • Writes sight words with automaticity.	Student: • Uses conventional spelling for words with common spelling patterns and for common irregular words. • Uses phonetic spelling for untaught words. • Applies spelling patterns that do not interfere with meaning. • Writes sight words with automaticity.	Student consistently: • Use conventional spelling for words with common spelling patterns and for common irregular words. • Use phonetic spelling for untaught words. • Applies spelling patterns with minimal errors for complex words. • Write sight words with automaticity.

Woodland Park Second Grade Language Arts: Speaking and Listening

Report Card Indicator:	Expresses ideas clearly and effectively			
Trimester	**1**	**2**	**3**	**4**
ALL	Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject verb agreement, and correct use of irregular plural nouns.	Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject verb agreement, and correct use of irregular plural nouns.	Student consistently uses and extends grade appropriate academic vocabulary, grade appropriate conventions of standard English grammar and usage, and makes effective choices about language and sentence structure for meaning and style.

Report Card Indicator:	Demonstrates listening skills for information and understanding			
Trimester	**1**	**2**	**3**	**4**
ALL	Student is rarely able to retell key ideas presented orally or through media. Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding.	Student occasionally able to retell key ideas presented orally or through media. Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding.	Student consistently able to retell key ideas presented orally or through media. Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding	Student consistently reports and extends on a topic. Student consistently recounts stories or experiences with appropriate facts and descriptive details. Student consistently asks/answers questions about presentations, offering appropriate details.

Report Card Indicator: Participates in group discussions actively and appropriately				
Trimester	**1**	**2**	**3**	**4**
ALL	Student rarely engages in group discussions. Student rarely stays on topic by linking his/her own additions to the conversations to the previous remarks of others. Student rarely asks for clarification and further explanation as needed. Student rarely extends his/her ideas and understanding in light of the discussion.	Student occasionally engages in group discussions. Student occasionally stays on topic by linking his/her own additions to the conversations to the previous remarks of others. Student occasionally asks for clarification and further explanation as needed. Student occasionally extends his/her ideas and understanding in light of the discussion.	Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversations to the previous remarks of others. Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and understanding in light of the discussion.	Student consistently engages in group discussions. Student consistently stays on topic by linking his/her own additions to the conversations to the previous remarks of others. Student consistently asks for clarification and further explanation as needed. Student consistently extends his/her ideas and understanding in light of the discussion. Student acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.