



This document presents the recommended sequencing of ADW Language Arts Standards, updated 2017, for standards-based instruction. Standards are listed by Scaled Score, which represents the cognitive rank order of the assessment items aligned to the same Scaled Score ranges on the Scantron Performance Series © assessment. Within each Scaled Score range are assessment items from 4 units. In order of presentation, the units are: **Vocabulary, Fiction, Nonfiction and Long Passage**. Where an ADW standard is listed more than once within a Scaled Score range, assessment items that align to each version of that standard will have different assessment boundaries. It is highly recommended you consult the [Scantron Curriculum Alignment Guide](#) to see what the assessment boundaries are for each standard in each Scaled Score range.

LA.2.RC.6 Recognize cause and effect relationships in a text.

This standard is assessed in multiple scaled score ranges and/or multiple unit areas with a different assessment boundary presented in each range/unit area. For example:

- **2111-2180**
 - **Fiction:** identify cause and effect in a second grade fictional passage.
 - **Long Passage:** understand the relationship between cause and effect in a second grade long passage.



When determining sequencing of the curriculum, using student assessment data will help inform your instructional decisions for the year. Knowing that archdiocesan students *on average* achieve 125 Scaled Score points of growth each year on the Scantron Performance Series ©, the following will help you map out your instruction for the year:

1. Find your students' Baseline Test Scaled Scores on the sequencing map to mark the starting point for your students for the school year, and where you should begin your math instruction.
2. Add 60 points (about half a year of growth, on average) to the students' Baseline Test Scaled Score to mark the location 'mid-year milestone' on the sequencing map.

You are encouraged ultimately to use actual student data and not the rough averages.

3. To determine if your students are on track at mid-year, and if the pace of your instruction is supporting your students' attainment of the appropriate standards, use the Mid-Year Test Scaled Scores to

If students have achieved Scaled Scores that place them at the mid-year mark, your students are solidly on track for achieving their End-of-Year growth target.

If students have achieved Scaled Scores that fall below or exceed the mid-year mark, it is recommended that you re-evaluate and possibly adjust your instructional plans for the second semester to support students in meeting their End-of-Year growth target.

verify the position of your students on the sequencing map in relation to the 'mid-year milestone' marker.



Recognizing that not all students grow at the same rate, it is important therefore, to map out a curriculum not only for the class as a whole, but for individual students as well. Not all ADW Language Arts standards are assessed on the Scantron Performance Series©; however, keep in mind that some standards represent **foundational concepts and skills** that students need to learn *before* they can begin learning higher-level standards that are included on Scantron Performance Series © and other standardized tests. Some requisite skills may be represented by standards at a lower grade level, and as foundational skills, they need to be taught as part of a complete curriculum, and measured regularly using formative assessments.

ADW Grade 2 Language Arts Standards not assessed on Scantron Reading Performance Series©		
WORD RECOGNITION, FLUENCY AND VOCABULARY	READING COMPREHENSION	LITERACY RESPONSE AND ANALYSIS
<ul style="list-style-type: none">• LA.2. WRFV.1• LA.2. WRFV.2• LA.2. WRFV.3• LA.2. WRFV.4• LA.2. WRFV.5• LA.2. WRFV.6• LA.2. WRFV.7• LA.2. WRFV.8• LA.2. WRFV.10• LA.2.WRFV.11	<ul style="list-style-type: none">• LA.2.RC.1• LA2.RC.3• LA.2.RC.5• LA.2.RC.7• LA.2.RC.8• LA.2.RC.9	<ul style="list-style-type: none">• LA.2.LRA.1• LA.2.LRA.2• LA.2.LRA.3• LA.2.LRA.4• LA.2.LRA.6



SCALED SCORE	VOCABULARY	FICTION	NONFICTION	LONG PASSAGE
2110/SMALLER	WRFV9		RC2	RC10
				RC4
2111-2180		RC6		LRA7
		LRA5		RC6
				RC10