



ADW Academic Standards Report Card Guide Sheets

Grade: Second Subject: Language Arts

| Report Card Standard | Word Recognition, Fluency, and Vocabulary | | |
|--|---|---|--|
| | Decodes (sounds out) words using common word families, letter sounds, and spelling patterns with more than one syllable. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Sound out words using vowels and consonants. Identify words with basic rhyming patterns. Sound out a basic two-syllable word. | I can: Sound out words using beginning and final blends. Sort words with patterns. Sound out a two- syllable word. | I can: Sound out words using digraphs and vowel pairs. Use common word families. Sound out a basic three-syllable word. | I can: Sound out grade level words with accuracy. Read words with common word families. Sound out a three-syllable word. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Circle the long vowel. cat <u>cake</u> Match the rhyming word. cat wig pig bat Draw a line between syllables. pan / cake | Student can: Circle the beginning blend in a word. <u>trip</u> Put all the i.e. words together. bike, site, kite Draw a line between syllables. | Student can: Circle the vowel pair: <u>great</u> Finish the word family. _ith, _ath Draw a line between syllables. va / ca / tion | Student can: Read the word: <u>birth</u> day Read the word: <u>switch</u> Draw a line between syllables. chal / leng / ing |



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| Report Card Standard | Word Recognition, Fluency, and Vocabulary Reads aloud grade level texts fluently and accurately with appropriate changes in voice and expression. | | |
|---|---|--|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Read aloud basic grade level texts by decoding sight words - and pausing at punctuation when it is modeled for me and corrections are provided. | I can: Read aloud basic grade level texts fluently - by decoding grade level words - pausing at punctuation and incorporating expression in my voice, with support provided - as needed. | I can: Read aloud most grade level texts fluently and accurately - by recognizing sight words - while using expression and inflection seeking support only when needed. | I can: Read aloud grade level texts fluently and accurately - by recognizing words automatically at a consistent rate - while using expression and inflection independently. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Listen to a grade level text read to them. Tap the period to signify a pause as the story is read to them. Reread the story aloud using the tapping strategy to guide their pauses. | Student can: Read a story for the first time and identify some of the author’s expressions. Reread the story including some of the expressions they identified. | Student can: Select a grade level text and read it aloud. Can change the tone of their voice to show expressions. Can make a list of any unknown word they encounter as they read which can be found in the dictionary. | Student can: Read aloud a grade level text with dialogue. Use expression and inflection to show changes in emotion and who is speaking. |



**ADW Academic Standards
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| Report Card Standard | <u>Reading Comprehension</u> Uses text features to locate information in fiction text. | | |
|--|--|---|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Identify titles, settings and characters in a fiction text. | I can: Identify differences between various genres of fiction text. Make predictions about what will happen next. | I can: Identify the plot, problem, and solution in a fiction text. | I can: Summarize a text in their own words. Create different endings to stories and identify the reason and the impact of the different ending. Compare versions of same stories from different cultures. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Find and identify the titles, characters and settings in a fiction text. | Student can: Identify real and fake events. Identify the meaning, lesson, or moral of a story. Predict what might happen next in a given story. | Student can: Students use a variety of graphic organizers to identify the sequence of events in a story, including the problem and solution. | Student can: Students can retell a story orally and in written form. Students read Tomie DePaola’s <i>Fin McCoul – The Giant of Knockmany Hill</i> and discuss different possible endings to the story. Compare fairy tales and folktales that have been retold by different cultures. |



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| Report Card Standard | <u>Reading Comprehension</u> Uses text features to locate information in nonfiction text. | | |
|--|--|---|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Identify titles and headings in a text. | I can: Identify titles, headings, bold text, and captions in a text. | I can: Use titles, headings, bold text, and captions to locate information in a specific text. | I can: Use titles, headings, bold text, and captions to locate information in any non-fiction texts. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Find an example of a heading in the text. | Student can: Find an example of a caption in the text. How does it help you to better understand the photo? | Student can: Find in the text, <i>Rainforests</i> , which heading describes the water cycle? How does this heading help you to locate information about the water cycle? | Student can: Use the glossary to find the meaning of the bold words in the text. |



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Grade: Second Subject: Language Arts

| Report Card Standard | <u>Reading Comprehension</u> Analyzes text by using varied reading strategies: summarizing, questioning, sequencing, cause-and-effect, and author's purpose. | | |
|--|---|---|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Answer basic “w” questions – who, what, and when. Find the beginning, middle, and end in a basic story. Identify the main idea. | I can: Answer all five “w” questions and “how.” Identify author’s purpose. Provide details about the beginning, middle, and end of the story. Give two details about the main idea. | I can: Write the effect when given cause and cause when given the effect Ask questions to guide my reading. Explain author’s purpose. Identify key sequence words. Give three details from the story. | I can: Identify cause and effect relationship in a text. Ask and respond to?’s to aid in comprehension Give examples of author’s purpose. Identify first, next, and last using time order and words. Analyze text using summarizing. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Read a story and answer the questions: who, what, and when. Explain in own words the beginning, middle, and end. Summarize the main idea of the story. | Student can: Read a story and answer the questions: who, what, where, when, why, and how. Identify the author’s purpose in writing a story, as persuasion, entertainment, or informing. Find the main idea and give details from the text to support it. | Student can: Explain the problem and solution in a story. Identify cause and effect relationships. State the author’s purpose for writing a story. Sequence events using first, then, next, and last Explain the main idea; give examples from the text to support their answer. | Student can: Complete a story map by identifying the characters, setting, plot, problem, and solution. Sequence the events in a story and use those details to explain the main idea. Identify the main characters traits by using cause and effect. |



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| Report Card Standard | <u>Literary Response</u> Compares plots, settings, and characters across stories. | | |
|--|--|--|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Identify main character and setting in the story. | I can: Identify the main events in a story and put them in order. | I can: Identify the problem and solution. | I can: Compare story elements between two or more stories. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Draw and label the main characters and the setting in a story. | Student can: Complete a story map showing events in order. | Student can: Complete a story map showing a problem and solution. | Student can: Compare stories using a Venn diagram. |



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Grade: Second Subject: Language Arts

| Report Card Standard | <u>Writing Process</u> Creates and organizes ideas for writing a story. | | |
|--|--|---|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Brainstorm ideas for writing. Write a brief narrative when given a topic. Keep my focus on one topic. Find ideas for writing in books or in pictures. | I can: Organize a list of ideas for writing. Write a paragraph with a topic sentence and two to three supporting details. | I can: Write a paragraph with a topic sentence, three to five supporting details, and a closing sentence. | I can: Write a story with three to five paragraphs that includes a topic sentence, details, and a closing sentence. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Students can: Determine a main idea and details. Write a brief description of picture or story. Brainstorm ideas for writing using a book or picture. | Student can: Brainstorm lists of writing ideas. Write a paragraph summarizing a story or part of a story. Write a paragraph describing a picture. | Student can: Write a short story describing a personal event, made-up events, or summary of a story (includes brainstorming of ideas and graphic organizer). | Student can: Write a story with opening paragraph, supporting paragraphs, and closing (includes brainstorming, graphic organizer, first draft, revisions, and final draft). |



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| Report Card Standard | Writing Process Reviews, evaluates, and revises writing for meaning and clarity. | | |
|--|--|--|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Review and revise a given sentence or paragraph using an editing checklist or list of rules. | I can: Review and revise my own writing or the writing of another student using an editing checklist of list of rules. Add to my own writing to provide more details and make my writing more interesting. | I can: Use various reference materials (dictionary, thesaurus, and atlas) to enhance my writing. Use an editing checklist or list of rules to make revisions to my writing or the writing of others. | I can: Review and revise my own writing or the writing of another student using an editing checklist of list of rules. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Make corrections to incorrect sentences. | Student can: Write in their journal and revise own writing using a checklist or list of rules. Write a brief summary or story and add details or descriptive words to enhance their story. | Student can: Write a story and check their spelling using a dictionary. Chance overused words using a thesaurus. Write about a vacation and use an atlas to add details about location. | Student can: Write a story using the writing process (brainstorming, first draft, revise/edit using checklist/rules, and final draft). Type final draft with word processor. |



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| Report Card Standard | <u>Writing Process</u> Writes brief narratives. | | |
|--|---|--|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Write a sentence in logical sequence that tells what I did. | I can: Write two or three sentences to tell what I did in logical order. | I can: Write a short (five sentences) paragraph that describes the setting and tells what a character did using time order words. | I can: Write a two paragraph story with logical sequence describing characters, setting, and events in detail. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Generate a sentence to answer the question, “What do you do in the morning before school?” Example I get out of bed, take a shower, and eat breakfast before I come to school. | Student can: Generate two or three sentences to answer the question, “What did you do after school yesterday?” Example These are some things I did yesterday after school. I got off the bus and went into the house. I changed my clothes and ate a snack. I sat down at the desk in my room and started my homework. | Student can Generate a paragraph to tell a short story. Example Bob is going to the baseball field. First, he picks up his glove, the ball, and a bat. Next, he leaves the house and walks to the field. Then, Bob meets his teammates. Finally, the game begins. | Student can: Generate two paragraphs to tell a story. Example Today Laura is having her birthday party. Laura hears the doorbell ring and goes to open the door. She says hello to Ann and Beth and brings them inside. Laura tells her friends about the fun things they will do. First, they are going to play games. Next, they will eat cake. Last, she will open her gifts. Laura knows it will be a great day! |



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| Report Card Standard | <u>Writing Process</u> Writes brief descriptions with a main idea and supporting details. | | |
|--|--|--|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| | I can: Use a graphic organizer to organize my thoughts. | I can: Use my prewriting (organizer) to draft my story. | I can: Write a brief description with main idea and supporting details |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| | Student can: Create a graphic organizer. <div><div>Main Idea</div><div>Detail</div><div>Detail</div></div> | Student can: Write a first draft using ideas from a graphic organizer that includes the main idea and supporting details. | Student can: Write a final draft. The finished product will include a clearly stated main idea, supporting details, and grammatical corrections from the rough draft. |



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| Report Card Standard | <u>Writing Process</u> Write for different purposes and to a specific audience. | | |
|---|--|---|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Identify and state my purpose for writing. Write responses to literature. | I can: Write a friendly letter including date, greeting, body, closing, and signature. | I can: Write poems. Select and research a topic. | I can: Write and present a report on a topic I have researched. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Demonstrate an understanding of what is read. Support statements with evidence from the text. Write a description of a favorite character in a book and include examples from the book to show why this character is such a favorite. | Student can: Write a letter to their local fire/police department about bicycle safety. Write a letter to a friend that requires a response. | Student can: Write rhymes that follow basic spelling patterns. Write rhymes that are phonics-based. (for example: <u>blew</u> and <u>shoe</u>) Write poems that rhyme. Write poems that do not rhyme. Student can: Determine/define a topic to research. | Student can: Organize information by categorizing items (such as size or color). Use a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and document sources (titles and authors). Give an oral presentation based on their research and report findings. |



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| Report Card Standard | <u>Language Conventions</u> Forms letters correctly and spaces words and sentences properly. | | |
|---|--|---|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Form all letters. Put appropriate amount of space between letters. | I can: Form all letters. Put the appropriate amount of space between words in sentences. | I can: Form all letters. Put the appropriate amount of space between sentences. | I can: Form all letters. Put the appropriate amount of space between paragraphs. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| a b c d e f | a b c d e f The_cat | a b c d e f The_dog_barked._ It_scared_the_cat. | a b c d e f Students indent new paragraphs. |



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| Report Card Standard | Language Conventions Uses capitalization, end punctuation, commas, and quotation marks in a sentence. | | |
|---|---|---|--|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Capitalize the first word in a sentence and proper nouns - names and people. | I can: Capitalize proper nouns – months, days, and holidays. Use correct punctuation. | I can: Capitalize proper nouns- titles, abbreviations, and a friendly letter. Use commas in letters, dates. Identify quotation marks. | I can: Capitalize all appropriate letters. Use commas in a series of words. Use quotation marks in a sentence. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Example john and sarah walk to the store. John and Sarah walk to the store. | Student can: Example January Who enjoyed the trip? I am excited for the Christmas show. | Student can: Example March 2, 2013 The Giving Tree Dear Peter, Circle the quotation marks below. Kyle asked, “Who likes ice cream?” | Student can: Example He said, “Sit down.” Cats, dogs, and pigs The students had a Thanksgiving party on Thursday, November 5 th . |



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| Report Card Standard | <u>Language Conventions</u> Spells words that follow spelling patterns. | | |
|---|--|---|--|
| | | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Spell the first 25 grades level sight words. | I can: Spell the first 50 grade level sight words. | I can: Spell the first 75 grade level sight words. | I can: Spell the first 100 grade level sight words. |
| | | | |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Select words based on your school-selected resources (such as textbooks, word lists, web-based resources, etc.) |  | | |
| | | | |



**ADW Academic Standards
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| Report Card Standard | <u>Language Conventions</u> Spells words that do not follow spelling patterns. | | |
|---|--|--|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Spell words with basic consonant patterns. | I can: Spell words with basic vowel patterns. | I can: Spell words with three-letter beginning and ending consonant blends. | I can: Spell words with vowel diphthongs, vowel variants, and r-controlled vowels. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Select words based on your school-selected resources (such as textbooks, word lists, web-based resources, etc.) |  | | |



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| Report Card Standard | <u>Writing Process</u> Identifies and correctly writes parts of speech. | | |
|--|---|--|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: Identify and correctly use nouns. Identify and correctly use pronouns. | I can: Identify and correctly use verbs. Identify and correctly use proper nouns. | I can: Identify and correctly use adjectives and adverbs. | |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: Sort nouns by person, place, or thing. (person: doctor; place: school; thing: toy) Identify nouns in a sentence. Identify pronouns as words that replace a noun. (girl: she; ball: it) | Student can: Identify verbs as actions or words that help make statements. Use correct tense for verbs (past, present, future). Identify and use appropriate capitalization for proper nouns (Grace; Steven; Mr. Clark; St. Mark’s School; Smithsonian's National Zoo) | Student can: Identify adjectives as words that describe nouns. Identify adjectives in a sentence. Identify adverbs as words that describe actions and tell when, where, how, in what manner, or to what extent the action is happening. | |



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| Report Card Standard | <u>Listening and Speaking</u> Restates information that has been shared orally with others. | | |
|--|--|--|---|
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| | I can: Use my own words to repeat two details of information someone shared with me. | I can: Use my own words to repeat three or more details someone shared with me. | I can: Use my own words to paraphrase what someone shared with me. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| | Student can: Share two details orally after listening to someone recount an experience. | Student can: Orally repeat three or more details from the story after listening to a story. | Student can: Use own words to orally retell the story to the class or a partner. |



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| Report Card Standard | <u>Listening and Speaking</u> Gives and follows three- and four-step oral directions. | | |
|--|--|---|---|
| | | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| | | I can: Follow three-step oral directions. | I can: Follow four-step oral directions. |
| | | | |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| | | Student can: Example: 1. Solve math facts. 2. Double check own work. 3. Check their partner's work. | Student can: Example: 1. Read morning message. 2. Put homework in a bin. 3. Drop off snack. 4. Begin morning work. |
| | | | |