

Marking Period Expectations
Language Arts
Grade 2

Marking Period 1	4	3	2	1
Uses decoding/word analysis skills to interpret vocabulary	<p>Consistently able to add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Sometimes able to add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Seldom able to add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Does not add, delete, or change middle sounds to change words</p> <p>use knowledge of letter-sound correspondences to sound out unknown words</p> <p>look for known chunks or small words to attempt to decode an unknown word</p> <p>reread inserting the beginning sound of the unknown word</p>
Reads orally with fluency	<p>Consistently Pauses at appropriate end points</p> <p>uses appropriate pace; "not choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Sometimes pauses at appropriate end points</p> <p>uses appropriate pace; "sometimes choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>	<p>Seldom pauses at appropriate end points</p> <p>uses appropriate pace; "often choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Does not pause at appropriate end points</p> <p>use appropriate pace; "always choppy" or word-by-word</p> <p>use appropriate inflection for dialogue, exclamations, etc</p> <p>read silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>

<p>Uses appropriate strategies for comprehension</p>	<p>Consistently skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and tries again</p>	<p>Sometimes skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and tries again</p>	<p>Seldom skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and tries again</p>	<p>Does not skip over difficult words in an effort to read on and determine meaning</p> <p>return to the beginning of a sentence and tries again</p>
<p>Supports ideas using details from text</p>	<p>Consistently demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and supports them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Sometimes demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and supports them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Seldom demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and supports them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Does not demonstrate ability to recall facts and details of text</p> <p>recognize cause and effect in text</p> <p>make inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>
<p>Organizes and develops ideas in writing with a beginning, middle and end</p>	<p>Consistently uses more than three sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Does Not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>

Writes using appropriate sentences structure/grammar	<p>Consistently produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Sometimes produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Seldom produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Does not produce sensible thoughts</p> <p>use correct end point punctuation</p> <p>apply basic rules of capitalization</p>
Produces meaningful work using the writing process	<p>Consistently uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Does not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>
Spells assigned words	<p>Consistently uses correct spelling of MOST high frequency words</p> <p>ALWAYS applies the correct sound/symbol relationships to writing words</p>	<p>Sometimes uses correct spelling of some high frequency words.</p> <p>applies the correct sound/symbol relationships to words</p>	<p>Seldom uses correct spelling few high frequency words.</p> <p>applies the correct sound/symbol relationships to writing</p>	<p>Does not uses correct spelling of high frequency words.</p> <p>applies the correct sound/symbol relationships to writing.</p>
Applies spelling skills to content areas	<p>Consistently decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Sometimes decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Seldom decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Does not Decode regular multi-syllable words and parts of words</p> <p>read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognize and applies basic spelling patterns in writing</p>

Speaks effectively before an audience	<p>Consistently waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Sometimes waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Seldom waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Does not wait their turn to speak</p> <p>use eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>
Writes legibly	<p>Consistently writes letters and numbers using appropriate formation and spacing</p>	<p>Sometimes writes letters and numbers using appropriate formation and spacing</p>	<p>Seldom writes letters and numbers using appropriate formation and spacing</p>	<p>Does not write letters and numbers using appropriate formation and spacing</p>

Marking Period 2	4	3	2	1
Uses decoding/word analysis skills to interpret vocabulary	<p>Consistently add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Sometimes add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Seldom add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Does not add, delete, or change middle sounds to change words</p> <p>use knowledge of letter-sound correspondences to sound out unknown words</p> <p>look for known chunks or small words to attempt to decode an unknown word</p> <p>reread inserting the beginning sound of the unknown word</p>

<p>Reads orally with fluency</p>	<p>Consistently pauses at appropriate end points</p> <p>uses appropriate pace; "not choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Sometimes pauses at appropriate end points</p> <p>uses appropriate pace; "sometimes choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>	<p>Seldom pauses at appropriate end points</p> <p>uses appropriate pace; "often choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Does not pause at appropriate end points</p> <p>use appropriate pace; "always choppy" or word-by-word</p> <p>use appropriate inflection for dialogue, exclamations, etc</p> <p>read silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>
<p>Uses appropriate strategies for comprehension</p>	<p>Consistently skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Sometimes skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Seldom skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Does not skip over difficult words in an effort to read on and determine meaning</p> <p>return to the beginning of a sentence and try again</p>
<p>Supports ideas using details from text</p>	<p>Consistently demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Sometimes demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Seldom demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Does not demonstrate ability to recall facts and details of text</p> <p>recognize cause and effect in text</p> <p>make inferences and support them with textual information</p> <p>identify story elements in text</p> <p>respond to text by using how, why and what-if questions</p>

Organizes and develops ideas in writing with a beginning, middle and end	Consistently uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing	Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing	Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing	Does Not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing

Writes using appropriate sentences structure/grammar	<p>Consistently produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Sometimes produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Seldom produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Does not produce sensible thoughts</p> <p>use correct end point punctuation</p> <p>apply basic rules of capitalization</p>
Produces meaningful work using the writing process	<p>Consistently uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Does not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>
Spells assigned words	<p>Consistently uses correct spelling of MOST high frequency words</p> <p>ALWAYS applies the correct sound/symbol relationships to writing words</p>	<p>Sometimes uses correct spelling of some high frequency words.</p> <p>applies the correct sound/symbol relationships to words</p>	<p>Seldom uses correct spelling few high frequency words.</p> <p>applies the correct sound/symbol relationships to writing</p>	<p>Does not use correct spelling of high frequency words.</p> <p>apply the correct sound/symbol relationships to writing.</p>
Applies spelling skills to content areas	<p>Consistently decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Sometimes decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Seldom decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Does not Decode regular multi-syllable words and parts of words</p> <p>read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognize and applies basic spelling patterns in writing</p>

Speaks effectively before an audience	<p>Consistently waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Sometimes waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Seldom waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Does not wait their turn to speak</p> <p>use eye contact and appropriate voice level when speaking</p> <p>participate in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>
Writes legibly	<p>Consistently writes letters and numbers using appropriate formation and spacing</p>	<p>Sometimes writes letters and numbers using appropriate formation and spacing</p>	<p>Seldom writes letters and numbers using appropriate formation and spacing</p>	<p>Does not write letters and numbers using appropriate formation and spacing</p>

Marking Period 3	4	3	2	1
<p>Uses decoding/word analysis skills to interpret vocabulary</p>	<p>Consistently add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Sometimes add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Seldom add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Does not add, delete, or change middle sounds to change words</p> <p>use knowledge of letter-sound correspondences to sound out unknown words</p> <p>look for known chunks or small words to attempt to decode an unknown word</p> <p>reread inserting the beginning sound of the unknown word</p>
<p>Reads orally with fluency</p>	<p>Consistently able to pause at appropriate end points</p> <p>uses appropriate pace; "not choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Sometimes able to pause at appropriate end points</p> <p>uses appropriate pace; "sometimes choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>	<p>Seldom able to pause at appropriate end points</p> <p>uses appropriate pace; "often choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Does not pause at appropriate end points</p> <p>use appropriate pace; "always choppy" or word-by-word</p> <p>use appropriate inflection for dialogue, exclamations, etc</p> <p>read silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>

<p>Uses appropriate strategies for comprehension</p>	<p>Consistently</p> <p>skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Sometimes</p> <p>skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Seldom</p> <p>skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Does not</p> <p>skip over difficult words in an effort to read on and determine meaning</p> <p>return to the beginning of a sentence and try again</p>
<p>Supports ideas using details from text</p>	<p>Consistently</p> <p>demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Sometimes</p> <p>demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Seldom</p> <p>demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Does not</p> <p>demonstrate ability to recall facts and details of text</p> <p>recognize cause and effect in text</p> <p>make inferences and support them with textual information</p> <p>identify story elements in text</p> <p>respond to text by using how, why and what-if questions</p>
<p>Organizes and develops ideas in writing with a beginning, middle and end</p>	<p>Consistently</p> <p>uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Sometimes</p> <p>uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Seldom</p> <p>uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Does Not</p> <p>use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>

Writes using appropriate sentences structure/grammar	<p>Consistently produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Sometimes produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Seldom produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Does not produce sensible thoughts</p> <p>use correct end point punctuation</p> <p>apply basic rules of capitalization</p>
Produces meaningful work using the writing process	<p>Consistently uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Does not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>
Spells assigned words	<p>Consistently uses correct spelling of MOST high frequency words</p> <p>ALWAYS applies the correct sound/symbol relationships to writing words</p>	<p>Sometimes uses correct spelling of some high frequency words.</p> <p>applies the correct sound/symbol relationships to words</p>	<p>Seldom uses correct spelling few high frequency words.</p> <p>applies the correct sound/symbol relationships to writing</p>	<p>Does not use correct spelling of high frequency words.</p> <p>apply the correct sound/symbol relationships to writing.</p>
Applies spelling skills to content areas	<p>Consistently decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Sometimes decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Seldom decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Does not Decode regular multi-syllable words and parts of words</p> <p>read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognize and applies basic spelling patterns in writing</p>

Speaks effectively before an audience	<p>Consistently waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Sometimes waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Seldom waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Does not wait their turn to speak</p> <p>use eye contact and appropriate voice level when speaking</p> <p>participate in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>
Writes legibly	<p>Consistently writes letters and numbers using appropriate formation and spacing</p>	<p>Sometimes writes letters and numbers using appropriate formation and spacing</p>	<p>Seldom writes letters and numbers using appropriate formation and spacing</p>	<p>Does not write letters and numbers using appropriate formation and spacing</p>

Marking Period 4	4	3	2	1
Uses decoding/word analysis skills to interpret vocabulary	<p>Consistently able to add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Sometimes able to add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Seldom able to add, delete, or change middle sounds to change words</p> <p>uses knowledge of letter-sound correspondences to sound out unknown words</p> <p>looks for known chunks or small words to attempt to decode an unknown word</p> <p>rereads inserting the beginning sound of the unknown word</p>	<p>Does not add, delete, or change middle sounds to change words</p> <p>use knowledge of letter-sound correspondences to sound out unknown words</p> <p>look for known chunks or small words to attempt to decode an unknown word</p> <p>reread inserting the beginning sound of the unknown word</p>

<p>Reads orally with fluency</p>	<p>Consistently pause at appropriate end points</p> <p>uses appropriate pace; "not choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Sometimes pause at appropriate end points</p> <p>uses appropriate pace; "sometimes choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>	<p>Seldom pause at appropriate end points</p> <p>uses appropriate pace; "often choppy" or word-by-word</p> <p>uses appropriate inflection for dialogue, exclamations, etc</p> <p>reads silently without finger or lip movement</p> <p>self-monitors when text does not make sense</p>	<p>Does not pause at appropriate end points</p> <p>use appropriate pace; "always choppy" or word-by-word</p> <p>use appropriate inflection for dialogue, exclamations, etc</p> <p>read silently without finger or lip movement</p> <p>self-monitor when text does not make sense</p>
<p>Uses appropriate strategies for comprehension</p>	<p>Consistently</p> <p>skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Sometimes</p> <p>skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Seldom</p> <p>skips over difficult words in an effort to read on and determine meaning</p> <p>returns to the beginning of a sentence and try again</p>	<p>Does not</p> <p>skip over difficult words in an effort to read on and determine meaning</p> <p>return to the beginning of a sentence and try again</p>
<p>Supports ideas using details from text</p>	<p>Consistently demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Sometimes demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Seldom demonstrates ability to recall facts and details of text</p> <p>recognizes cause and effect in text</p> <p>makes inferences and support them with textual information</p> <p>identifies story elements in text</p> <p>responds to text by using how, why and what-if questions</p>	<p>Does not demonstrate ability to recall facts and details of text</p> <p>recognize cause and effect in text</p> <p>make inferences and support them with textual information</p> <p>identify story elements in text</p> <p>respond to text by using how, why and what-if questions</p>

Organizes and develops ideas in writing with a beginning, middle and end	Consistently uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing	Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing	Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing	Does Not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing

Writes using appropriate sentences structure/grammar	<p>Consistently produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Sometimes produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Seldom produces sensible thoughts</p> <p>uses correct end point punctuation</p> <p>applies basic rules of capitalization</p>	<p>Does not produce sensible thoughts</p> <p>use correct end point punctuation</p> <p>apply basic rules of capitalization</p>
Produces meaningful work using the writing process	<p>Consistently uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Sometimes uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Seldom uses a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>	<p>Does not use a minimum of three complete sentences to convey ideas in writing generated by recalling personal experiences, brainstorming and drawing</p>
Spells assigned words	<p>Consistently uses correct spelling of MOST high frequency words</p> <p>· ALWAYS applies the correct sound/symbol relationships to writing words</p>	<p>Sometimes uses correct spelling of some high frequency words.</p> <p>applies the correct sound/symbol relationships to words</p>	<p>Seldom uses correct spelling few high frequency words.</p> <p>applies the correct sound/symbol relationships to writing</p>	<p>Does not use correct spelling of high frequency words.</p> <p>apply the correct sound/symbol relationships to writing.</p>
Applies spelling skills to content areas	<p>Consistently decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Sometimes decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Seldom decodes regular multi-syllable words and parts of words</p> <p>reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognizes and applies basic spelling patterns in writing</p>	<p>Does not decode regular multi-syllable words and parts of words</p> <p>read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings</p> <p>recognize and applies basic spelling patterns in writing</p>

Speaks effectively before an audience	<p>Consistently waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Sometimes waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Seldom waits their turn to speak</p> <p>uses eye contact and appropriate voice level when speaking</p> <p>participates in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>	<p>Does not wait their turn to speak</p> <p>use eye contact and appropriate voice level when speaking</p> <p>participate in collaborative speaking activities such as choral reading, role-playing or a topic of discussion</p>
Writes legibly	<p>Consistently writes letters and numbers using appropriate formation and spacing</p>	<p>Sometimes writes letters and numbers using appropriate formation and spacing</p>	<p>Seldom writes letters and numbers using appropriate formation and spacing</p>	<p>Does not write letters and numbers using appropriate formation and spacing</p>

Second Grade Benchmarks for Reading Grade Level Designations on Report Cards

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Below Grade Level	DRA Level below 18	DRA Level below 20	DRA Level below 24	DRA Level below 28
On Grade Level	DRA Level of 18	DRA Level of 20	DRA Level of 24	DRA Level of 28
Above Grade Level	DRA Level above 18	DRA Level above 20	DRA Level above 24	DRA Level above 28

Preface

The purpose of this document is to define the expectations for Language Arts grades for North Plainfield Report Cards, Kindergarten through grade five. All the Language Arts grades are to be based on grade level expectations rather than reading level performance. Therefore, if a student's DRA level is not on grade level they may not receive a 4 in any reading subcategories. This would not be applicable for kindergarten due to the different types of subcategories. The teacher is to use their judgment on the use of the 3, 2, or 1 grades depending on the degree to which the student's DRA level is off grade level. For example, the lower the student's DRA level the lower the grade on the subcategories for Language Arts would be. If a student is reading under grade level and performing well on this level, this can be reflected in their effort grade. Additionally, when determining student grades for marking periods two, three, and four keep in mind that students must remain proficient in all previous skills in order to obtain a 4.