

Grading For Learning Framework 2nd Grade English Language Arts (Dodgeland)

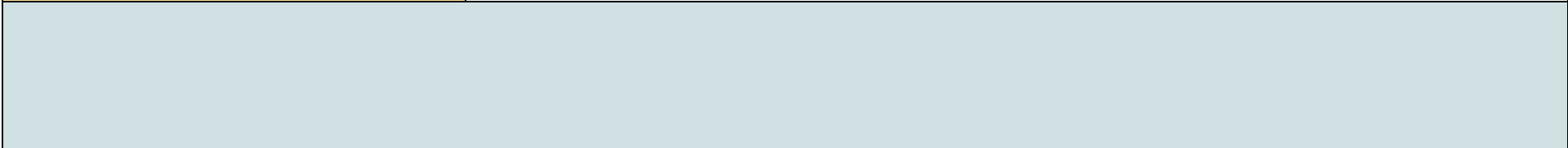
Domain	Reading -Informational Text	
<p>Priority Standards and Learning Targets (A,B,C comes from priority standards collectively agreed upon - each priority standard can have up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets ARE what we expect all students to reach proficiency against</p>	<p>A. CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p style="text-align: center;">1. I can ask and answer questions to show that I know what I read.</p> <p>CCSS.ELA-LITERACY.RI.2.5 and CCSS.ELA-LITERACY.RI.2.7 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p style="text-align: center;">1. I can use text features and pictures/images to find information to help me understand what I read.</p>	
<p>Learning Target: I can ask and answer questions to show that I know what I read. Assessment:</p>		
<p>Proficient Reader can independently ask and answer questions in informational text to show what they know.</p>	<p>Developing Reader can ask and answer questions in informational text to show what they know with some support.</p>	<p>Needs Support Reader can ask and answer questions in informational text to show what they know with full support.</p>
<p>Learning Target: I can use text features and pictures/images to find information to help me understand what I read. Assessment:</p>		

<p>Proficient Reader can independently use text features and pictures/images to find information to understand what they've read.</p>	<p>Developing Reader can use text features and pictures/images to find information to understand what they've read with some support.</p>	<p>Needs Support Reader can use text features and pictures/images to find information to understand what they've read with full support.</p>
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<p style="text-align: center;">Domain</p>	<p style="text-align: center;">Reading-Literature</p>
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<p>Priority Standards and Learning Targets</p> <p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>B. CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p style="padding-left: 40px;">1. I can ask and answer questions to show I understand important details in a story.</p> <p>C. CCSS.ELA-LITERACY.RL.2.3</p> <p style="padding-left: 40px;">Describe how characters in a story respond to major events and challenges.</p> <p style="padding-left: 80px;">1. I can describe how characters act when things happen in a story.</p> <p>D. CCSS.ELA-LITERACY.RL.2.5</p> <p style="padding-left: 40px;">Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p style="padding-left: 80px;">1. I can tell the important details about how a story begins and ends.</p>
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<p>Learning Target: I can ask and answer questions to show I understand important details in a story. Assessment:</p>		
<p>Proficient Reader can independently ask and answer questions in a story to show comprehension.</p>	<p>Developing Reader can ask and answer questions in a story to show comprehension with some support.</p>	<p>Needs Support Reader can ask and answer questions in a story to show comprehension with full support.</p>
<p>Learning Target: I can describe how characters act when things happen in a story. Assessment:</p>		
<p>Proficient Reader can independently describe character response.</p>	<p>Developing Reader can describe character response with some support.</p>	<p>Needs Support Reader can describe character response with full support.</p>
<p>Learning Target: I can tell the important details about how a story begins and ends. Assessment:</p>		
<p>Proficient Reader can independently retell the story.</p>	<p>Developing Reader can retell the story with some support.</p>	<p>Needs Support Reader can retell the story with full support.</p>
Domain	Writing	
<p>Priority Standards and Learning Targets (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets ARE what we expect all students to reach proficiency against</p>	<p>C. CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <ol style="list-style-type: none"> 1. I can write my thoughts and ideas (opinion) about a topic or a book I have read. 2. I can give reasons for my opinions. 	

3. I can use transition words that link my ideas and reasons in opinion writing.
4. I can write a closing statement in opinion writing.

D. CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

1. I can write informational/explanatory thoughts and ideas about a topic or a book I have read.

D. [CCSS.ELA-LITERACY.W.2.3](#)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

1. I can write about something that happened, what I have seen, or something I remember.
2. I can include actions, thoughts, and feelings in my narrative writing.
3. I can write an ending to my narrative writing.

E. CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

1. I can gather information to answer a question about my experiences and/or a topic.

Learning Target: I can write my thoughts and ideas (opinion) about a topic or a book I have read.

Assessment:

Proficient

The writer wrote their opinion or their *likes* and *dislikes* and gave *reasons* for their opinion.

Developing

The writer wrote their opinion or *like* and *dislikes* and said *why*.

Needs Support

The writer *told*, *drew*, and *wrote* their opinion or likes and dislikes about a topic or book.

Learning Target: I can give reasons for my opinions. Assessment:		
Proficient Writer wrote at least two reasons and wrote at least a few sentences about each one.	Developing The writer wrote at least one reason for their opinion.	Needs Support The writer put everything they <i>thought</i> about the topic on the page.
Learning Target: I can use transition words that link my ideas and reasons in opinion writing. Assessment:		
Proficient The writer connected parts of their piece using transition words such as <i>because, also, first, next, then, finally, etc.</i>	Developing The writer said more about their opinion and used words such as <i>and</i> and <i>because</i> .	Needs Support The writer wrote their idea and then said more. They used words such as <i>because</i> .
Learning Target: I can write a closing statement in opinion writing. Assessment:		
Proficient The writer wrote an ending in which they reminded readers of their opinion.	Developing The writer wrote an ending for the piece but did not restate their opinion.	Needs Support The writer had a last part or page with no closing statement.
Learning Target: I can write informational/explanatory thoughts and ideas about a topic or a book I have read. Assessment:		
Proficient The writer taught readers some important points about a subject using different parts and different kinds of information in the writing such as facts, definitions, details, and tips.	Developing The writer taught readers about a topic by introducing the topic, writing about the topic part by part with facts, and ending their piece with a concluding statement.	Needs Support The writer told, drew, and wrote about a topic across pages. The writer told what the topic was.

<p>The writer wrote a beginning in which they named a subject and tried to interest the readers.</p> <p>The writer wrote some sentences or a section at the end to wrap up their piece.</p>		<p>The writer had a last part or page with no closing statement.</p>
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Learning Target: I can write a narrative about something that happened, what I have seen, or something I remember.
 Assessment:

<p>Proficient The writer wrote about one time when they did something.</p>	<p>Developing The writer wrote about when they did something.</p>	<p>Needs Support The writer told, drew, and wrote a whole story.</p>
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Learning Target: I can include actions, thoughts, and feelings in my narrative writing.
 Assessment:

<p>Proficient The writer brought their characters to life with details, talk, and actions.</p>	<p>Developing The writer put the picture from their mind onto the page. They had details in pictures and words.</p>	<p>Needs Support The writer's story indicated who was there, what they did, and how the characters felt.</p>
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Learning Target: I can write an ending to my narrative writing.
 Assessment:

<p>Proficient The writer chose the action, talk, or feeling that would make a good ending.</p>	<p>Developing The writer found a way to end their writing.</p>	<p>Needs Support The writer had a page that showed what happened last in their writing.</p>
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Learning Target: I can gather information to answer a question about my experiences and/or a topic.
 Assessment:

<p>Proficient</p>	<p>Developing</p>	<p>Needs Support</p>
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<p>I know that my past experiences can be relevant to answer a question.</p> <p>I know how to ask and answer questions.</p> <p>I know how to gather information from different sources.</p> <p>I know that a source is where I locate information.</p>	<p>I can ask and answer questions about a topic.</p> <p>I recognize there are sources to assist me in finding answers and/or information.</p>	<p>I can ask and answer questions.</p>
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<p style="text-align: center;">Domain</p>	<p style="text-align: center;">Speaking and Listening</p>	
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<p>Priority Standards and Learning Targets</p> <p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>F. CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ol style="list-style-type: none"> 1. I can remember and tell others the important details that I have read or heard. <p>G. CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <ol style="list-style-type: none"> 1. I can ask and answer questions about what a speaker says to help me understand what has been said or to learn more. 	
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Learning Target: I can remember and tell others the important details that I have read or heard.
Assessment:

<p>Proficient I can remember and tell multiple <i>important</i> details that I have read or heard.</p>	<p>Developing I can remember and tell others some details that I have read or heard.</p>	<p>Needs Support I can remember and tell one detail that I have read or heard.</p>
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Learning Target: I can ask and answer questions about what a speaker says to help me understand what has been said or to learn more.

Assessment:

Proficient

I can ask and answer multiple on topic questions about what a speaker says to help me comprehend or learn more.

Developing

I can ask and answer some on topic questions about what a speaker says to understand and learn more.

Needs Support

I can ask and answer one question on topic about what a speaker says.

Domain

Language

Priority Standards and Learning Targets

- * Assessing and scoring take place against each learning target
- * Learning targets **ARE** what we expect all students to reach proficiency against

G. [CCSS.ELA-LITERACY.L.2.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. I can capitalize proper nouns at the beginning of sentences in my writing.
2. I can use punctuation like periods, commas, exclamation marks, and/or question marks in my writing.
3. I can use spelling patterns when writing words.

H. [CCSS.ELA-LITERACY.L.2.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

1. I can figure out the meaning of a word by reading words around it.
2. I can figure out the meaning of a word by knowing the meaning of *parts* of a word.

<p>Learning Target: I can capitalize proper nouns at the beginning of sentences in my writing. Assessment:</p>		
<p>Proficient The writer wrote capital letters to start every sentence. The writer wrote capital letters for <i>all</i> proper nouns.</p>	<p>Developing The writer wrote capital letters to start most sentences. The writer wrote capital letters for <i>most</i> proper nouns.</p>	<p>Needs Support The writer wrote capital letters to start some sentences. The writer wrote capital letters for <i>some</i> proper nouns.</p>
<p>Learning Target: I can use punctuation like periods, commas, exclamation marks, and/or question marks in my writing. Assessment:</p>		
<p>Proficient I can accurately use punctuation marks in <i>all</i> my writing.</p>	<p>Developing I can accurately use punctuation marks in <i>most</i> of my writing.</p>	<p>Needs Support I can accurately use punctuation marks in <i>some</i> of my writing.</p>
<p>Learning Target: I can use spelling patterns when writing words. Assessment:</p>		
<p>Proficient To spell a word, the writer uses what they know about spelling patterns.</p>	<p>Developing The writer uses all they know about words and chunks of spelling to help them spell.</p>	<p>Needs Support The writer uses letters for the sounds they hear to spell.</p>
<p>Learning Target: I can figure out the meaning of a word by reading words around it. Assessment:</p>		
<p>Proficient Reader independently and accurately</p>	<p>Developing Reader is attempting on their own, or with</p>	<p>Needs Support</p>

uses strategies to figure out the meaning of words by reading words around it.	support, to use strategies to figure out the meaning of words by reading words around it.	Reader needs full support to use strategies to figure out the meaning of words by reading words around it.
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Learning Target: I can figure out the meaning of a word by knowing the meaning of *parts* of a word.
 Assessment:

Proficient Reader independently and accurately uses strategies to figure out the meaning of a word by knowing the meaning of <i>parts</i> of a word.	Developing Reader is attempting on their own, or with support, to use strategies to figure out the meaning of a word by knowing the meaning of <i>parts</i> of a word.	Needs Support Reader needs full support to use strategies to figure out the meaning of a word by knowing the meaning of parts of a word.
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Domain	Foundational Skills
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<p>Priority Standards and Learning Targets</p> <p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets ARE what we expect all students to reach proficiency against</p>	<p>H. <u>CCSS.ELA-LITERACY.RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 1. I can sound out words I do not know. 2. I can read a list of second grade words that cannot be sounded out. <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 1. I can read fluently with expression. 2. I can understand what I read. 3. I can correct myself if I make a mistake when I read.
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Learning Target: I can sound out words I do not know.

Assessment:		
Proficient Reader effortlessly and accurately decodes complex words.	Developing Reader attempts to decode unknown words.	Needs Support Reader reads known words. Skips unknown words.
Learning Target: I can read a list of second grade words that cannot be sounded out. Assessment:		
Proficient Reader effortlessly and accurately reads all words that cannot be sounded out.	Developing Reader attempts to read unknown sight words that cannot be sounded out.	Needs Support Reader can recognize letters and letter blends.
Learning Target: I can read fluently with expression. Assessment:		
Proficient My reading is expressive, consistently smooth, and accurately paced.	Developing My reading is primarily in short phrases, and has inconsistent rate and expression without regard for punctuation.	Needs Support My reading is primarily word-by-word.
Learning Target: I can understand what I read. Assessment:		
Proficient I understand the literal meaning of text.	Developing I understand the literal meaning of text with support.	Needs Support I can identify random details of the text.
Learning Target: I can correct myself if I make a mistake when I read. Assessment:		
Proficient I know when my reading doesn't	Developing I sometimes know when my reading doesn't	Needs Support I need full support to correct my mistakes

make sense and I independently self-correct.	make sense and sometimes self-correct and/or need support.	when I read.
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