

Second Grade Standards Assessment Ideas

Standard	Selected Response	Constructed Response	Performance Assessment	Informal Assessment									
ELA2R1 Applies knowledge of letter-sounds and spelling patterns to decode unfamiliar words													
<p>ELA2R1 a Phonics/Word Identification Reads words containing blends, digraphs, and diphthongs.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Highlight, underline target words while reading books or poems • Tree-map to sort words 	<ul style="list-style-type: none"> • Word Sort • Oral reading 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes • Guided reading - anecdotal notes/checklist • Early Reading Behaviors Checklist (GHGR Assessment Handbook) 									
<p>ELA2R1 b Phonics/Word Identification Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Fill-in-the blank • Use graphic organizer to record words with target skill found in independent/guided reading text <table border="1" data-bbox="705 841 1245 992" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" data-bbox="705 841 1245 878" style="text-align: center;">Word Hunt</th> </tr> </thead> <tbody> <tr> <td data-bbox="705 878 869 954" style="text-align: center;">Regular Plurals</td> <td data-bbox="869 878 1033 954" style="text-align: center;">Irregular Plurals</td> <td data-bbox="1033 878 1245 954" style="text-align: center;">Possessives</td> </tr> <tr> <td data-bbox="705 954 869 992" style="text-align: center;"> </td> <td data-bbox="869 954 1033 992" style="text-align: center;"> </td> <td data-bbox="1033 954 1245 992" style="text-align: center;"> </td> </tr> </tbody> </table>	Word Hunt			Regular Plurals	Irregular Plurals	Possessives				<ul style="list-style-type: none"> • Oral reading • Student writing 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes/checklist • Guided reading - anecdotal notes/checklist
Word Hunt													
Regular Plurals	Irregular Plurals	Possessives											
<p>ELA2R1 c Phonics/Word Identification Reads compound words and contractions in grade appropriate texts.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Fill-in-the blank with the appropriate word 	<ul style="list-style-type: none"> • Oral reading • Create a flip book 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Early Reading Behaviors Checklist (GHGR Assessment Handbook) 									

<p>ELA2R1 d Phonics/Word Identification Reads and spells words containing r-controlled vowels and silent letters.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Fill-in-the blank with the appropriate word • Brainstorm/spell words with target pattern • Use graphic organizer to record words with target skill found in independent/guided reading text 	<ul style="list-style-type: none"> • Oral reading • Create a flip book • Student writing • Word sort 	<ul style="list-style-type: none"> • Reading conference-anecdotal notes/checklist • Guided reading - anecdotal notes/checklist
<p>ELA2R1 e Phonics/Word Identification Reads and spells words containing irregular vowel patterns.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Fill-in-the blank with the appropriate word • Brainstorm/spell words with target pattern 	<ul style="list-style-type: none"> • Oral reading • Student writing • Word sort 	<ul style="list-style-type: none"> • Reading conference-anecdotal notes/checklist • Guided reading - anecdotal notes/checklist
<p>ELA2R1 f Phonics/Word Identification Reads multisyllabic words.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Fill-in-the blank with the appropriate word 	<ul style="list-style-type: none"> • Oral reading 	<ul style="list-style-type: none"> • Reading conference-anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Running record
<p>ELA2R1 g Phonics/Word Identification Applies learned phonics skills when reading and writing words, sentences, and stories.</p>	<ul style="list-style-type: none"> • Multiple Choice • Matching - picture and word 	<ul style="list-style-type: none"> • Fill-in-the blank with the appropriate word 	<ul style="list-style-type: none"> • Oral reading • Student writing • Word sort 	<ul style="list-style-type: none"> • Reading conference-anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Running record • Early Reading Behaviors Checklist (GHGR Assessment Handbook)

ELA2R2 Demonstrates the ability to read orally with speed, accuracy, and expression

<p>ELA2R2 a Fluency Applies letter-sound knowledge to decode quickly and accurately.</p>			<ul style="list-style-type: none"> • Reader's Theater • Oral reading 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Running record
<p>ELA2R2 b Fluency Automatically recognizes additional high frequency and familiar words within texts.</p>			<ul style="list-style-type: none"> • Reader's Theater • Poetry reading • Oral reading 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Running record
<p>ELA2R2 c Fluency Reads familiar text with expression.</p>			<ul style="list-style-type: none"> • Reader's Theater • Poetry reading • Oral reading • Student self-assessment of taped reading 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Running record
<p>ELA2R2 d Fluency Reads second- grade texts at a target rate of 90 words correct per minute.</p>			<ul style="list-style-type: none"> • Timed fluency 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Running record
<p>ELA2R2 e Fluency Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.</p>			<ul style="list-style-type: none"> • Oral reading 	<ul style="list-style-type: none"> • Reading conference- anecdotal notes • Guided reading - anecdotal notes/checklist • Running record

ELA2R3 Uses grade-level words to communicate effectively

<p>ELA2R3 a Vocabulary Reads a variety of texts and uses new words in oral and written language.</p>	<ul style="list-style-type: none"> Multiple choice 	<ul style="list-style-type: none"> Illustrate word meanings of new vocabulary Reading log Cloze story/fill in the blank 	<ul style="list-style-type: none"> Student writing Acting out words 	<ul style="list-style-type: none"> Observation-Checklist/ Anecdotal notes Oral questioning Reading response journal 												
<p>ELA2R3 b Vocabulary Recognizes grade appropriate words with multiple meanings.</p>	<ul style="list-style-type: none"> Match the word in the sentence with its meaning. 	<ul style="list-style-type: none"> Vocabulary Notebook Venn diagram/double bubble map for compare/contrast Multiple Meaning Match (FCRR.org - vocabulary section) 	<ul style="list-style-type: none"> Create a flip book or poster of multi-meaning words Act out words 	<ul style="list-style-type: none"> Read-aloud - Text Talk (discuss/give examples of vocabulary words) Reading conference - anecdotal notes/checklist 												
<p>ELA2R3 c Vocabulary Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.</p>		<ul style="list-style-type: none"> Bridge map/analogies Word sorts Synonym/Antonym Dominoes (FCRR.org) 	<ul style="list-style-type: none"> Student writing Create a flip book 	<ul style="list-style-type: none"> Read-aloud - Text Talk (discuss/give examples of vocabulary words) Reading conference - anecdotal notes/checklist 												
<p>ELA2R3 d Vocabulary Determines the meaning of unknown words on the basis of context.</p>		<ul style="list-style-type: none"> Fill in the blank Illustrate the word Guess the Covered Word <p align="center">Interesting Word Chart</p> <table border="1" data-bbox="705 1211 1276 1360"> <thead> <tr> <th>Page</th> <th>Word</th> <th>What I Think It Means</th> <th>Definition (Use the dictionary.)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Page	Word	What I Think It Means	Definition (Use the dictionary.)									<ul style="list-style-type: none"> Act out words 	<ul style="list-style-type: none"> Reading conference - anecdotal notes/checklist Observation in guided reading Oral questioning Checklist of Good Habits (GHGR Assessment Handbook)
Page	Word	What I Think It Means	Definition (Use the dictionary.)													

• **ELA2R4 Uses strategies to gain meaning from grade-level text**

<p>ELA2R4 a Comprehension Reads a variety of texts for information and pleasure.</p>		<ul style="list-style-type: none"> • Reading log 	<ul style="list-style-type: none"> • Book talk • Poster • Dramatize 	<ul style="list-style-type: none"> • Observation -checklist • Reading response journal 									
<p>ELA2R4 b Comprehension Makes predictions from text content.</p>		<ul style="list-style-type: none"> • T-chart (text/prediction) • T-chart (the text says/I think...) • Ticket out the door • Response from independent reading/guided reading (reading response journal) • Illustration • Short answer 	<ul style="list-style-type: none"> • Dramatization • Reciprocal Teaching (predicting, clarifying, questioning, summarizing) • Response from independent reading/guided reading on • post-it notes 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook) 									
<p>ELA2R4 c Comprehension Generates questions before, during, and after reading.</p>		<ul style="list-style-type: none"> • T-chart (text/question) • Three column chart <table border="1" data-bbox="703 998 1270 1153"> <tr> <th colspan="3">My Questions</th> </tr> <tr> <td>Before Reading</td> <td>During Reading</td> <td>After Reading</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <ul style="list-style-type: none"> • Ticket out the door • Response from independent reading/guided reading (reading response journal) 	My Questions			Before Reading	During Reading	After Reading				<ul style="list-style-type: none"> • Literature Circle/Book Club discussion • Reciprocal Teaching (predicting, clarifying, questioning, summarizing) • Questions from independent reading/guided reading on post-it notes 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook)
My Questions													
Before Reading	During Reading	After Reading											

<p>ELA2R4 d Comprehension Recalls explicit facts and infers implicit facts.</p>	<ul style="list-style-type: none"> • Matching • True-False 	<ul style="list-style-type: none"> • Ticket out the door • Response from independent reading/guided reading (reader's response journal) • Fill in the blank • Written summary of text 	<ul style="list-style-type: none"> • Literature Circle/Book Club discussion • Response from independent reading/guided reading on post-it notes 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share
<p>ELA2R4 e Comprehension Summarizes text content.</p>		<ul style="list-style-type: none"> • Ticket out the door • Response from independent reading/guided reading (reader's response notebook) • Written summary of text • Fill in the blank summary form • Story Frame/Book Frame (GHGR Assessment Handbook) • Graphic organizers (FCRR.org - comprehension section) 	<ul style="list-style-type: none"> • Oral summary of text • (use anecdotal notes/ checklist to record observation) • Book Talk/Oral book report • Book Club/ Literature Circle • Reciprocal Teaching (predicting, clarifying, questioning, summarizing) • Write a letter summarizing the text. 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook)

<p>ELA2R4 f Comprehension Distinguishes fact from fiction in a text.</p>	<ul style="list-style-type: none"> • True/false 	<ul style="list-style-type: none"> • Ticket out the door • Response from independent reading/guided reading (reader's response journal) 	<ul style="list-style-type: none"> • Response from independent reading/guided reading on post-it notes 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Guided reading - notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share
<p>ELA2R4 g Comprehension Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.</p>	<ul style="list-style-type: none"> • Multiple choice 	<ul style="list-style-type: none"> • Graphic organizers • Ticket out the door • Response from independent reading/guided reading (reader's response journal) • T-chart (feature/how it helps me as a reader) 	<ul style="list-style-type: none"> • Use of graphic features in student writing • Response from independent reading/guided reading on post-it notes 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook)
<p>ELA2R h Comprehension Makes connections between texts and/or personal experiences.</p>		<ul style="list-style-type: none"> • Venn Diagram/Double Bubble Map • T-chart (text/connections) • Ticket out the door • Response from independent reading/guided reading (reader's response notebook) 	<ul style="list-style-type: none"> • Dramatization • Response from independent reading/guided reading on post-it notes • Book Club/ Literature Circle 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook)

<p>ELA2R4 i Comprehension Identifies and infers main idea and supporting details.</p>		<ul style="list-style-type: none"> • Tree map with main idea at the top and supporting details on the branches • Graphic organizers (FCRR.org - comprehension section) • Ticket out the door • Response from independent reading/guided reading (reader's response journal) 	<ul style="list-style-type: none"> • Step Into the Story • (Students infer the character's thoughts and feelings.) • Response from independent reading/guided reading on post-it notes 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook)
<p>ELA2R4 j Comprehension Self-monitors comprehension and attempts to clarify meaning.</p>			<ul style="list-style-type: none"> • Oral reading • Reciprocal Teaching • (predicting, clarifying, questioning, summarizing) 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share • Running record • Checklist of Good Habits (GHGR Assessment Handbook)
<p>ELA2R4 k Comprehension Identifies and infers cause-and-effect relationships.</p>		<ul style="list-style-type: none"> • T-chart (cause/effect) • Graphic organizer • Multi-flow map 	<ul style="list-style-type: none"> • Charades 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on

<p>ELA2R4 I Comprehension Recognizes plot, setting, and character within text, and compares and contrasts these among texts.</p>		<ul style="list-style-type: none"> • Story map • Venn Diagram/ • Double Bubble Map • Graphic organizers (FCRR.org - comprehension section) • Table constructed during author study <table border="1" data-bbox="703 354 1270 508"> <thead> <tr> <th></th> <th>Character</th> <th>Setting</th> <th>Plot</th> </tr> </thead> <tbody> <tr> <td>Title</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Title</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Title</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Character	Setting	Plot	Title				Title				Title				<ul style="list-style-type: none"> • Book Club/Literature Circle • Dramatization • Use props to retell the story. 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Guided reading - anecdotal notes/checklist • Checklist used to record observations during discussion and listening in on think-pair-share • Checklist of Good Habits (GHGR Assessment Handbook)
	Character	Setting	Plot																	
Title																				
Title																				
Title																				
<p>ELA2R4 m Comprehension Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).</p>	<ul style="list-style-type: none"> • Multiple choice 	<ul style="list-style-type: none"> • Story map • Graphic organizers 	<ul style="list-style-type: none"> • Student writing (poem, fable, folktale) 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Writing conference • Guided reading - observation/notes 																
<p>ELA2R4 n Comprehension Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.</p>	<ul style="list-style-type: none"> • Multiple choice 		<ul style="list-style-type: none"> • Student informational writing • Oral reading 	<ul style="list-style-type: none"> • Reading conference - anecdotal notes/checklist • Guided reading - observation/anecdotal notes 																

<p>ELA2R4 o Comprehension Recognizes the author's purpose.</p>		<ul style="list-style-type: none"> • Short answer • Response from independent reading/guided reading (reader's response journal) 	<ul style="list-style-type: none"> • Responses from independent reading/guided reading on post-it notes 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Guided reading - observation/anecdotal notes • Checklist used to record observations during discussion and listening in on think-pair-share
<p>ELA2R4 p Comprehension Uses word parts to determine meanings.</p>	<ul style="list-style-type: none"> • Multiple choice 	<ul style="list-style-type: none"> • Illustrate the word 	<ul style="list-style-type: none"> • Dramatization 	<ul style="list-style-type: none"> • Reading conference - notes/checklist • Oral questioning • Guided reading - observation/anecdotal notes
<p>ELA2R4 q. Comprehension Uses dictionary, thesaurus, and glossary skills to determine word meanings.</p>		<ul style="list-style-type: none"> • Illustration • Word map 	<ul style="list-style-type: none"> • Create a dictionary, thesaurus, or glossary 	<ul style="list-style-type: none"> • Observation/checklist

ELA2W1 The student begins to demonstrate competency in the writing process.

<p>ELA2W1 a Writing Writes text of a length appropriate to address a topic and tell the story.</p>			<ul style="list-style-type: none"> • Student writing • R.A.F.T. http://www.writingfix.com/ 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary (glow and grow)
<p>ELA2W1 b Writing Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).</p>			<ul style="list-style-type: none"> • Student writing 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary (glow and grow)
<p>ELA2W1 c Writing Uses transition words and phrases.</p>			<ul style="list-style-type: none"> • Create and perform a rap 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary (glow and grow) • Student self-assessment using a rubric and/or checklist
<p>ELA2W1 d Writing Begins to create graphic features (charts, tables, graphs).</p>			<ul style="list-style-type: none"> • Student created book • Student writing 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary (glow and grow) • Student self-assessment using a rubric and/or checklist

<p>ELA2W1 e Writing Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).</p>	<ul style="list-style-type: none"> • Multiple Choice 		<ul style="list-style-type: none"> • Letter 	<ul style="list-style-type: none"> • Student self-assessment using a rubric and/or checklist • Teacher/Student conference/commentary
<p>ELA2W1 f Writing Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.</p>		<ul style="list-style-type: none"> • Illustration 	<ul style="list-style-type: none"> • Oral retelling • Dramatization • Student letter - response to literature 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary • Student self-assessment using a rubric and/or checklist
<p>ELA2W1 g Writing Begins to write a persuasive piece that states and supports a position.</p>		<ul style="list-style-type: none"> • Student response to a prompt 	<ul style="list-style-type: none"> • Student writing - persuasive piece 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary (glow and grow) • Student self-assessment using a rubric and/or checklist
<p>ELA2W1 h Writing Pre-writes to generate ideas orally.</p>		<ul style="list-style-type: none"> • Graphic organizer 	<ul style="list-style-type: none"> • Student pre-writing 	<ul style="list-style-type: none"> • Author's Chair - student/teacher feedback • Teacher/Student conference/commentary • Student self-assessment using a

				rubric and/or checklist
<p>ELA2W1 i Writing Uses planning ideas to produce a rough draft.</p>			<ul style="list-style-type: none"> • Student writing - rough draft 	<ul style="list-style-type: none"> • Teacher/Student conference/commentary
<p>ELA2W1 j Writing Rereads writing to self and others, revises to add details, and edits to make corrections.</p>			<ul style="list-style-type: none"> • Student writing - rough draft with evidence of revising and editing 	<ul style="list-style-type: none"> • Teacher/Student conference/commentary • Student self-assessment using a rubric and/or checklist
<p>ELA2W1 k Writing Creates documents with legible handwriting.</p>			<ul style="list-style-type: none"> • Student writing 	<ul style="list-style-type: none"> • Student self-assessment • Observation
<p>ELA2W1 l Writing Consistently writes in complete sentences with correct subject/verb agreement</p>	<ul style="list-style-type: none"> • Multiple Choice 	<ul style="list-style-type: none"> • Fill in the blank sentences 	<ul style="list-style-type: none"> • Student writing 	<ul style="list-style-type: none"> • Teacher/Student conference/commentary (glow and grow)
<p>ELA2W1 m Writing Uses nouns (singular, plural, and possessive) correctly.</p>	<ul style="list-style-type: none"> • Multiple Choice 	<ul style="list-style-type: none"> • Fill in the blank sentences 	<ul style="list-style-type: none"> • Student writing 	<ul style="list-style-type: none"> • Teacher/Student conference/commentary (glow and grow)
<p>ELA2W1 n Writing Uses singular possessive</p>	<ul style="list-style-type: none"> • Multiple Choice 	<ul style="list-style-type: none"> • Fill in the blank sentences 	<ul style="list-style-type: none"> • Student writing 	<ul style="list-style-type: none"> • Teacher/Student conference/commentary (glow and grow)

pronouns.				
ELA2W1 o Writing Uses singular and plural personal pronouns.	<ul style="list-style-type: none"> Multiple Choice 	<ul style="list-style-type: none"> Fill in the blank sentences 	<ul style="list-style-type: none"> Student writing 	<ul style="list-style-type: none"> Teacher/Student conference/commentary (glow and grow)
ELA2W1 p Writing Uses increasingly complex sentence structure.			<ul style="list-style-type: none"> Student writing 	<ul style="list-style-type: none"> Teacher/Student conference/commentary (glow and grow)
ELA2W1 q Writing Uses common rules of spelling.	<ul style="list-style-type: none"> Multiple Choice 	<ul style="list-style-type: none"> Dictation - sentences Spelling assessment 	<ul style="list-style-type: none"> Student writing 	<ul style="list-style-type: none"> Teacher/Student conference/commentary (glow and grow)
ELA2W1 r Writing Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).	<ul style="list-style-type: none"> Multiple Choice 	<ul style="list-style-type: none"> Dictation - sentences 	<ul style="list-style-type: none"> Student writing 	<ul style="list-style-type: none"> Teacher/Student conference/commentary (glow and grow)

<p>ELA2W1 s Writing Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states, and periods after grade-appropriate abbreviations.</p>	<ul style="list-style-type: none"> • Multiple Choice 		<ul style="list-style-type: none"> • Student writing 	<ul style="list-style-type: none"> • Teacher/Student conference/commentary (glow and grow)
<p>ELA2W1 † Writing Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.</p>	<ul style="list-style-type: none"> • Multiple Choice 			<ul style="list-style-type: none"> • Teacher/Student conference/commentary (glow and grow) • Observation/checklist

<p>ELA2W1 u Writing Recognizes appropriate uses of quotation marks.</p>	<ul style="list-style-type: none"> Multiple Choice 		<ul style="list-style-type: none"> Student writing 	<ul style="list-style-type: none"> Teacher/Student conference/commentary (glow and grow) Observation/checklist
<p>ELA2W1 v Writing Uses the dictionary and thesaurus to support word choices.</p>			<ul style="list-style-type: none"> Student writing 	<ul style="list-style-type: none"> Teacher/Student conference/commentary (glow and grow) Observation/checklist
<p>ELA2LSV1 The student uses oral and visual strategies to communicate.</p>				
<p>ELA2LSV1 a Listening/ Speaking/Viewing Interprets information presented and seeks clarification when needed.</p>				<ul style="list-style-type: none"> Teacher observation Anecdotal notes/checklist
<p>ELA2LSV1 b Listening/ Speaking/Viewing Begins to use oral language for different purposes: to inform, to persuade, and to entertain.</p>			<ul style="list-style-type: none"> Orally debate position on a topic Orally inform audience about a topic Show and Tell 	<ul style="list-style-type: none"> Teacher observation Anecdotal notes/checklist
<p>ELA2LSV1 c Listening/ Speaking/Viewing</p>			<ul style="list-style-type: none"> Student presentations Show and Tell 	<ul style="list-style-type: none"> Teacher observation Anecdotal notes/checklist

Uses increasingly complex language patterns and sentence structure when communicating.				<ul style="list-style-type: none"> • Interview
<p>ELA2LSV1 d Listening/ Speaking/Viewing Listens to and views a variety of media to acquire information.</p>			<ul style="list-style-type: none"> • Orally share information 	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes/checklist
<p>ELA2LSV1 e Listening/ Speaking/Viewing Increases vocabulary to reflect a growing range of interests and knowledge.</p>			<ul style="list-style-type: none"> • Presentation to share growth in vocabulary development 	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes/checklist • Interview • Journal sharing

Resources

Assessing Comprehension Thinking Strategies by Ellin Keene

Assessment First: Using Just-Right assessments to Plan and Carry Out Effective Reading Instruction by Deborah White

Day-to-Day Assessment in the Reading Workshop: Making Informed Instructional Decisions in Grades 3-6 by Franki Sibberson and Karen Szymusiak

How to Assess Authentic Learning by Kay Burke