**Grade Two Reading Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Demonstrates the ability to use conversation to build ideas** | **-**anecdotal notes/observations (how well can students initiate and sustain a conversation, participation in interactive read aloud)  -think about all the times that you have students turn and talk or discuss ideas (responsive classroom activities, partnerships, group work)  -small group (reading) notes |
| **Maintains interest and focus during reading** | -anecdotal notes/observations (scan the room to check who is still on task after each small group; think about “who is still on task”)  -check the progress report rubric for specific times that are expected |
| **Uses multiple strategies to problem solve new words** | -anecdotal notes/observations (individual students’ conferring notes)  -running records  -small group (reading) notes |
| **Monitors and self-corrects reading** | -on-going running records  -anecdotal notes/observations (small group and reading conferences)  -check the progress report rubric for specific self-correction rate that is expected |
| **Demonstrates fluent reading with phrasing and expression** | -anecdotal notes/observations  -notes from on-going running records  -check the progress report rubric for specific criteria |
| **Demonstrates an understanding of how a text is organized** | -discussion in small, whole group (“Show me where the character solved the problem.” “Where do we learn about the setting?”)  -graphic organizers of beginning, middle, and end of texts  -graphic organizers that support structures and features of informational text  -shared reading/interactive read aloud lessons with whole class  -Nancy Boyles *That’s a Great Answer* organizers for sequence of events |
| **Recounts (retells or summarizes) narrative and informational text** | -DRA2  -graphic organizers or characters, setting, problem/solution (DRA2 teachers’ manual, Nancy Boyles *That’s a Great Answer*)  -shared reading/interactive read aloud lessons |
| **Supports ideas and opinions about text that has been read** | -anecdotal notes/observations  -DRA2 interpretation and reflection questions  -shared Reading/Interactive Read Aloud lessons  -student notes (written response, post-its, reading journal) |
| **Determines the central message/lesson or main idea in a text** | -anecdotal notes/observations (Can the student answer “What is the story about?” either through conversation or written response?)  -Nancy Boyles *That’s a Great Answer*  -shared reading/Interactive Read Aloud lessons  -small group and reading conferences  -student notes (written response, post-its, reading journal/notes) |
| **Reads and comprehends grade level text** | -on-going running records  -Please don’t use the DRA2 for the December and March progress reports! THAT WILL BE OLD DATA!  -December Meeting: Level 20 -December Progressing: Level 18  -March Meeting: Level 24 -March Progressing: Level 20  -June Meeting: Level 28 -June Progressing: Level 24 |
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**Grade Two Writing Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Generates ideas and plans for writing** | -graphic organizers  -planning sheet (“Where did I leave off from yesterday?”)  -Writer’s Notebook as of January  -anecdotal notes/observations (conversations with peers about stories; think about the writing process - “How are you going to revise your writing? What part of your story are you working on?”)  -list of ideas (things I want to write about sheet/map of the heart)  -writing samples/writing prompts |
| **Maintains interest and focus during writing** | -anecdotal notes/observations (scan the class to see who is still writing, rereading what they wrote, etc.)  -look at students’ interests and focus-How many times do you need to talk with students to keep them going?  -check the progress report rubric for specific times that are expected |
| **Supports ideas with relevant details** | **-**anecdotal notes/observations  **-**writing samples/writing folder/ writing prompts  -Writer’s Notebook as of January |
| **Applies revision strategies to written work** | -anecdotal notes from conferences with students about their writing and observations  -writing samples; Can the students go back and add on or delete story/writing ideas?  -meeting this standard includes giving support and guidance to the students (through the whole year)  -progressing would be if you are *constantly* going back over to the students |
| **Applies editing skills to written work** | -anecdotal notes from conferences with students about their writing and observations  -writing samples; Can the students go back and check their writing for spelling, capitalization and punctuation?  -look at the progress report rubric for what is expected throughout the year |
| **Applies spelling patterns and common high frequency words to written work** | -look through writing samples/prompts  -anecdotal notes from small group reading (in their Writing Books from Day 3 of the 3 day cycle)  -writing samples; Can the student apply word families (phonograms), blends, digraphs, vowel teams, suffixes as introduced in the word work curriculum?  -look at the progress report rubric for what is expected throughout the year |
| **Writes for many purposes in a fluent and organized way** | -think about the writing that the students do as a whole  -writing samples/Writer’s Notebook; Does the story have sequence (beginning, middle, and end)? Does the writing include information about the topic?  -for the December and March progress report, meeting this standard includes with guidance and support  -be sure to look carefully at what the students are doing over time—don’t consider only 1 sample!  -be sure to look at the progress report rubric for what is expected for opinion, narrative, and informative pieces |