

## Carderock Springs Elementary School Reading / Language - Grade 2

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

### Recording Codes:

**4 = Complete understanding** – Students have been taught the material and have consistently demonstrated thorough understanding and application.

**3 = General understanding** – Students have been taught the material and have usually demonstrated understanding and application.

**2 = Developing understanding** – Students have been taught the material and show some understanding but are not yet able to consistently apply these skills.

**1 = Minimal understanding** – Students have been exposed to the material but there is minimal understanding.

<b>General Reading Process</b>	Q1	Q2	Q3	Q4
• Uses letter-sounds and word parts to read multi-syllable words.				
• Reads with accuracy and expression at a rate of 75-100 words per minute.				
• Explains vocabulary related to concepts in books read.				
• Previews before reading, monitors during reading, and answers questions orally and in writing after reading.				
<b>Comprehension of Informational Text</b>				
• Uses text features (e.g., bold print, charts, captions, table of contents) to understand text.				
• Identifies main idea.				
• Summarizes informational text.				
<b>Comprehension of Literary Text</b>				
• Explains relationships between and among story elements. (characters, setting, events)				
• Identifies important message of a poem, play, or story.				
<b>Writing and Language</b>				
• Writes stories with beginning, middle, and end using traits of effective writing. (to express personal ideas)				
• Writes about topics using important facts using traits of effective writing. (to inform)				
• Writes opinions and supports with reasons using traits of effective writing. (to persuade)				
• Spells sight words and pattern words correctly.				
• Writes sentences with correct grammar, capitalization, and punctuation.				

## Reading Level by Quarter

Grade	Book Level				
3 <sup>rd</sup>	P				
3 <sup>rd</sup>	O				
3 <sup>rd</sup>	N				
3 <sup>rd</sup>	M				

2 <sup>nd</sup>	M				
2 <sup>nd</sup>	L				
2 <sup>nd</sup>	K				
2 <sup>nd</sup>	J				

1 <sup>st</sup>	18				
1 <sup>st</sup>	17				
1 <sup>st</sup>	16				
1 <sup>st</sup>	15				
1 <sup>st</sup>	14				
1 <sup>st</sup>	13				
1 <sup>st</sup>	12				
1 <sup>st</sup>	11				
1 <sup>st</sup>	10				
1 <sup>st</sup>	9				
1 <sup>st</sup>	8				
1 <sup>st</sup>	7				
1 <sup>st</sup>	6				
1 <sup>st</sup>	5				
1 <sup>st</sup>	4				
1 <sup>st</sup>	3				
1 <sup>st</sup>	2				
1 <sup>st</sup>	1				
		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

The shaded areas on the graph above indicate expected reading ranges by book level at the end of each marking period for Grades 1-3. An X indicates your child's reading level at the end of a marking period.

- An X **within** the gray area indicates that your child has met the quarterly reading target.
- An X **below** the gray area indicates that your child has not met the quarterly reading target.
- An X **above** the gray area indicates that your child has exceeded the quarterly reading target.