| **Phonics Standard:** The student will use phonics skills to decode words.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student…	I can…	
1. recognizes word chunks.	1. find chunks in words.	1. spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities; unit, weekly, and other diagnostic assessments. (correct chunking of words)
2. decodes three-letter blends.	2. sound out three-letter blends in words.	2. QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making word activities; unit, weekly, and other diagnostic assessments. (correct decoding of words with scr, spr, str,…)
3. decodes vowel digraphs (digraph – 2 vowels that go together to make one sound).	3. sound out vowel digraphs in words.	3. QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities; unit, weekly, and other diagnostic assessments. (correct decoding of words with ai, ie, oa, ea,…)
4. decodes basic r-controlled vowels.	4. sound out basic r-controlled vowels in words.	4. QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities; unit, weekly, and other diagnostic assessments (correct decoding of words with ar, ir, or, ur, er)
5. decodes alternate spelling patterns for long and short vowels.	5. sound out unusual long and short vowels.	5. QSI, spelling tests, word sort, decoding words, spelling practice pages, running record, anecdotal notes from small group, making words activities; unit, weekly, and other diagnostic assessments (correct decoding of words with igh, ea /e/, ey, etc.)

✓ = opportunities to integrate Technology Literacy
★= SEB assesses this skill
▣ = technology assesses this skill
☒ = not reported

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy

page 1   **Cedar Rapids Community School District**

Comprehension Standard: The student will use comprehension skills and strategies to understand a variety of texts.		
Student Learning Expectation:	**_I Can_ Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student…	I can…	
1. retells a story.	1. retell a story.	1. anecdotal notes from leveled reading groups, completion of story map or other graphic organizers, written summary of story. (character, setting, problem, main events in correct sequence, and solution)
2. recalls specific details from the text.	2. remember details from the story.	2. running records, anecdotal notes from leveled reading groups, sequencing graphic organizer. (details relevant to the text)
3. asks and answers a question using information from the text.	3. ask and answer questions about what I read.	3. comprehension Check questions, anecdotal notes on small group discussion, running record on leveled passage (correct answers)
4. uses nonfiction text features to understand text (Tables, Maps Captions, diagrams, Table of Contents, graphs).	4. use text features to get information (Tables, Maps, Captions, diagrams, Table of Contents, graphs).	4. anecdotal notes from leveled reading groups, daily observation (correct use of photo captions and table of contents), weekly and unit assessments

∿ = opportunities to integrate Technology Literacy   (21st -F)=Financial Literacy
★ = SEB assesses this skill   (21st-E)=Employability Skills
⊡ = technology assesses this skill   (21st–T)=Technology Literacy
☒ = not reported   (21st-C)=Civic Literacy
                                                              (21st-H)=Health Literacy
page 2   **Cedar Rapids Community School District**

Fluency Standard: The student will use appropriate phrasing, expression and rate to comprehend texts.

Student Learning Expectation:	*I Can* Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student…	I can…	
1. reads aloud using correct phrasing and attending to punctuation.	1. read aloud fluently, paying attention to punctuation.	1. fluency probes, anecdotal notes from leveled reading groups, running records, practice book page for fluency (correct phrasing and attention to punctuation)
2. recognizes high-frequency words when reading.	2. read 2nd grade words.	2. anecdotal notes from leveled reading groups, high frequency word list, running records, practice book page for fluency (correct reading of high-frequency words)
3. reads a grade level passage with 90% accuracy.	3. read a 2nd grade story without many mistakes.	3. running records, anecdotal notes from leveled reading group, weekly, unit, and benchmark reading tests, practice book page for fluency (90% accuracy for decoding)
4. reads 89 correct words per minute on a grade level passage.	4. read 89 correct words per minute.	4. fluency probe, running record, practice book page for fluency (89 correct words per minute on a grade level passage)

= opportunities to integrate Technology Literacy
★= SEB assesses this skill
= technology assesses this skill
☒ = not reported

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy

page 3   **Cedar Rapids Community School District**

Vocabulary Standard: The student will understand level appropriate vocabulary.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student… 1. a. understands grade-level appropriate tier 2 vocabulary (rich words authors use to make a story more interesting; often adjectives and adverbs; not typically in the student's speaking vocabulary but can identify in context – ex. swift/fast vast/big). 1. b. understands grade-level appropriate tier 3 vocabulary (content-specific ex Metamorphosis) 2. uses strategies to understand words.	I can… 1. understand the meaning of words and use the words appropriately in context. 2. use strategies to help me understand the meaning of words.	1. anecdotal notes from leveled group, practice book pages for vocabulary, cloze sentence activities, weekly and unit assessments, and Fountas and Pinnell Benchmark Assessment (correct usage of grade-level appropriate tier 2 and tier 3 vocabulary) 2. anecdotal notes from leveled group, practice book pages for vocabulary, cloze sentence activities, weekly and unit assessments, and Fountas and Pinnell Benchmark Assessment (correct usage of synonyms, antonyms, context clues)

✐ = opportunities to integrate Technology Literacy
★ = SEB assesses this skill
▯ = technology assesses this skill
☒ = not reported

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy

page 4   **Cedar Rapids Community School District**

Writing Process Standard: The student will use the writing process to communicate effectively and as a tool for learning.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student… 1. uses the 5 stages of the writing process (prewrite, draft, revise, edit, and publish). 🖰 (21st -T)	I can… 1. create a published piece of writing by using the 5 stages of the writing process.	1. observation of prewriting strategies (webbing, brainstorming, graphic organizers), written drafts (ideas expressed clearly and on topic; story is organized with a beginning, middle, and ending), final copy (accurate spelling, correct capitalization and punctuation), unit assessments, other writing prompts
2. writes one paragraph with a topic (main idea) sentence, supporting details, and a closing sentence. 🖰 (21st -T)	2. write a complete paragraph.	2. unit writing assessments, other writing prompts (student can write a paragraph with a topic sentence, 3-5 supporting detail sentences, and a closing sentence)
3. writes for different learning purposes.	3. use writing to help me learn about new things.	3. writing prompts, journals, learning logs, graphic organizers, unit test short response items, science notebooks, math story problems, etc. (evidence of correct use of these writing tools for learning)

🖰 = opportunities to integrate Technology Literacy
★ = SEB assesses this skill
▉ = technology assesses this skill
☒ = not reported

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy

Conventions of Writing Standard: The student will use conventions of writing.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student…	I can…	
1. uses conventions of punctuation in independent writing.	1. use correct punctuation in my writing.	1. observations made in daily work, grammar practice pages (correct usage of abbreviations; contractions; commas in date, series, letter, city/state; colon in time)
2. uses conventions of capitalization of proper nouns in independent writing.	2. use correct capitalization of proper nouns in my writing.	2. observations made in daily work, grammar practice pages (correct capitalization of holidays, book titles, titles of people, etc.)
3. uses conventions of spelling in independent writing.	3. use correct spelling in my writing.	3. QSI stages, observation of daily work, weekly spelling tests (correct spelling of 2nd grade words)
4. uses conventions of grammar in independent writing.	4. use words correctly in my writing.	4. daily observations of written work, grammar practice pages (correct usage of regular plural nouns with –s and -es, present/past tense verbs, subject/verb agreement, adjectives as describing words)
5. writes with correct letter formation in all written assignments.	5. write neatly.	5. daily writing and directed writing assignments (correct letter formation)

= opportunities to integrate Technology Literacy   (21st -F)=Financial Literacy
★= SEB assesses this skill   (21st-E)=Employability Skills
= technology assesses this skill   (21st–T)=Technology Literacy
⊠ = not reported   (21st-C)=Civic Literacy
                                                                                          (21st-H)=Health Literacy
page 6   **Cedar Rapids Community School District**

Research Writing Standard: The student will gather and use information for research purposes.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student…	I can…	
1. identifies and uses appropriate sources of information to accomplish a specific learning task. (21st -T)	1. choose the right resource to find information.	1. daily observation, written assignments (correct use of dictionary, nonfiction text, online resources, thesaurus, atlas, encyclopedia)
2. uses text features to gather information.	2. use photo captions and the table of contents page to find information.	2. daily observation, written assignments (correct use of photo captions, table of contents, etc.)

✌ = opportunities to integrate Technology Literacy
★ = SEB assesses this skill
▤ = technology assesses this skill
☒ = not reported

page 7

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy
Cedar Rapids Community School District

Listening Standard: The student will listen effectively for information and understanding.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student…	I can…	
1. uses active listening.	1. use active listening.	1. daily observation, listening comprehension assessment on unit tests (active listening indicators, i.e. eyes on the speaker, not talking, sitting still)*
2. listens to and follows oral directions. ★	2. listen to and follow oral directions.	2. daily observation, listening comprehension assessment on unit tests (accurately following directions)
3. interprets nonverbal cues used in conversation. ★	3. read body language and facial expressions.	3. daily observation (appropriate responses to nonverbal cues ex. body language, facial expressions)
4. paraphrases information when prompted. ★	4. use my own words to tell what I heard.	4. daily observation (appropriate paraphrasing)

✆ = opportunities to integrate Technology Literacy   (21st -F)=Financial Literacy
★ = SEB assesses this skill   (21st-E)=Employability Skills
⊞ = technology assesses this skill   (21st–T)=Technology Literacy
⊠ = not reported   (21st-C)=Civic Literacy
                                                      (21st-H)=Health Literacy
page 8   **Cedar Rapids Community School District**

Speaking Standard: The student will communicate effectively when speaking in a variety of settings.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student …	I can…	
1. follows rules of conversation and group discussion.	1. raise my hand to speak and wait my turn.	1. daily observation of oral reports and presentations, group sharing, being the group reporter, work in a group, anecdotal notes from leveled reading groups (raising hand at appropriate times; not blurting; using appropriate volume)
2. participates by sharing ideas in group discussion.	2. share my ideas in a group.	2. daily observation of oral reports and presentations, group sharing, being the group reporter, work in a group, anecdotal notes from leveled reading groups (group participation)
3. gives oral directions.	3. tell directions to someone.	3. daily observation of oral reports and presentations, group sharing, being the group reporter, work in a group, anecdotal notes from leveled reading groups (giving accurate oral directions)
4. makes a basic oral presentation to the class.	4. share what I learned in front of the class.	4. daily observation, whole group sharing, being the group reporter (eye contact, clear and loud speaking voice, staying on topic)
5. differentiates between asking and telling.	5. tell the difference between asking and telling.	5. daily observation of questioning skills and daily conversation (using who, what, where, when, why, and how questions)

✓ = opportunities to integrate Technology Literacy
★= SEB assesses this skill
▦ = technology assesses this skill
☒ = not reported

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy

page 9   **Cedar Rapids Community School District**

Viewing Standard: The student will use reading comprehension strategies to understand the characteristics and components of media.		
Student Learning Expectation:	***I Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student … 1. identifies the main idea or message in visual media.	I can… 1. tell the main idea of what I see in the media.	1. group discussions, daily observations, and written summaries (main idea or message related to pictures, cartoons, weather reports, photographs, videos, TV shows, video games, movies, etc.)
2. identifies the similarities and differences between real and fantasy depicted in visual media.	2. tell the difference between what happens in real life and fantasy in the media.	2. group discussions, daily observations, and written work (similarities and differences related to pictures, cartoons, weather reports, photographs, videos, TV shows, video games, movies, etc.)

✍ = opportunities to integrate Technology Literacy
★ = SEB assesses this skill
▣ = technology assesses this skill
⊠ = not reported

(21st -F)=Financial Literacy
(21st-E)=Employability Skills
(21st–T)=Technology Literacy
(21st-C)=Civic Literacy
(21st-H)=Health Literacy

page 10   **Cedar Rapids Community School District**