SD71 Grade 2
Literacy Assessment
Teacher Guide

Teachers identify and monitor their learners' strengths and needs to ensure continuous growth in literacy. This assessment tool focuses on critical skills that indicate literacy development and is designed for classroom teachers to use at multiple points in the year. Information gathered through the tool informs instructional decisions as part of ongoing teaching and learning cycles throughout the year. In addition, this data collection is useful to pass on to future teachers in support of transitions and for the school to determine literacy goals.

"The school day involves children in joyful, meaningful literacy experiences—creating readers, writers, speakers, listeners and thinkers."

(p. 37 Learning in the Primary Years, Ministry of Education BC)

NOTE: *Please note that this assessment tool focuses on some literacy areas and does not represent a comprehensive literacy learning program. For more information about our district's holistic approach to literacy learning, please see the* ***SD71 Literacy Framework****.*

If you have any questions about how to use the tool, please connect with:

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Table of Contents

Page	Description
3	**Grade 2 Literacy Assessment Background**
4	District Literacy Check-In
5	Grade 2 Literacy Proficiency Snapshot
6	Sample Assessment Time Line
7-8	Grade 1/-2 English Language Arts Curricular Competencies
9-12	SD#71 Literacy Progressions K/1-2/3
13-14	Frequently Asked Questions
15	**Grade 2 Literacy Assessment Procedures**
16-18	**Reading Connected Text (Oral Reading Fluency)**
19-21	Phonological and Phonemic Awareness
22	Reading Sight Words
23	Dictation and Spelling Screener
24-25	Re-Telling and Comprehension
26-38	**Teacher Response Forms**
39	**Teacher Recording Forms**
40	Student Profile Tracking Sheet (School Data)
41	Reading Words
42-43	LETRS Spelling Dictation
44-46	Retelling and Comprehension
47	ORF Class Profile (District Data)
48-49	ORF Student Profile (District Data)
50	**Student Support Sheets**
51	Digraphs and Vowels
53-54	Word lists
55	Letter Association
56-57	**Reading Passages**
58	Story Map
59-60	Spelling Screener pages

BACKGROUND
DISTRICT LITERACY CHECK-IN

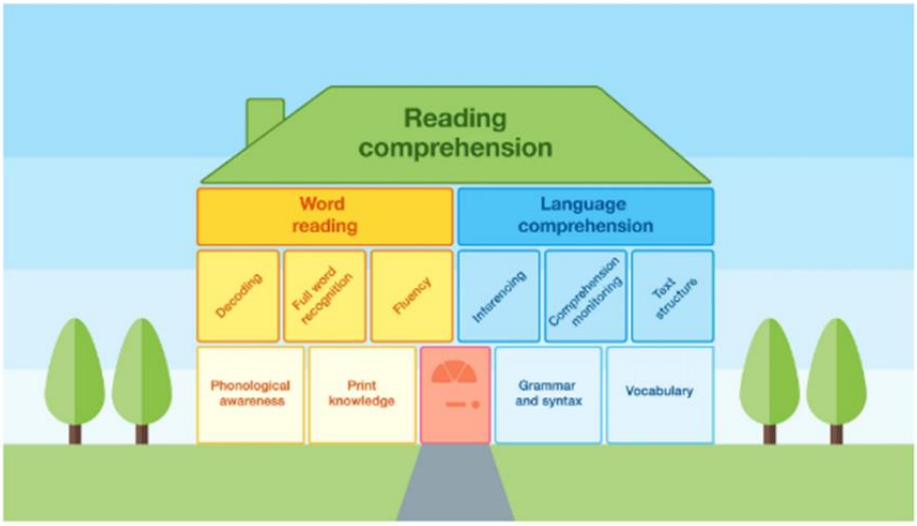
DISTRICT LITERACY CHECK-IN

*Within the **SD71 Literacy Framework**, the fall of Grade 2 is the second district check-in point to monitor how our learners are doing. The district will be extracting the data from **Oral Reading Fluency** component of the tool by the **end of the first week of November of each school year**. This data will be used to inform decision-making regarding learning initiatives, professional learning opportunities, and resources.*

Oral Reading Fluency (ORF) Targets	
October	Reading passage #5
May	Reading passage #11

This data information was selected as respected research tells us that early detection of reading difficulties is critical to providing intervention that can change the course of a child's development as a reader. It is important to ensure that students receive instruction in all areas of literacy in an integrated and meaningful way. Word reading and language comprehension are the foundations of reading comprehension. Readers write better, writers read better, and speaking and thinking are connected intimately to both. The core competencies of communicating, thinking, and personal and social identity are integral to being successful as a literacy learner.

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



Improving Literacy in Key Stage 2: The Reading House

LITERACY PROFICIENCY SNAPSHOT

	Fall Check In	***Proficiency End of Year***
Phonemic Awareness	• distinguishes medial phonemes • substitutes medial phoneme	
Phonics	• identifies both letter name and common sound • produces the phoneme of 3 or more digraphs • produces the phoneme of 3 or more complex vowels • produces the sound for 6 or more long vowels and vowel teams.	• produces the sound for 5 or more digraphs • produces the sound for 6 or more complex vowels • produces the sound for 8 or more long vowels ***and vowel teams.***
Sight Word Reading	• reads 23 or more of the first column of words	• reads all of column one and 23 or more of column two
Encoding	• spelling screener; first 15 words	• Spelling Screener; all words
Oral Reading Fluency and Comprehension	• reads up to and including #5 with 90% accuracy and fluency level minimum of 4 (prosody scale)	• reads all passages up to #11 with 94% accuracy and with fluency level 4 (prosody scale)

SAMPLE ASSESSMENT TIMELINE

This Sample Assessment Timeline is to help guide your planning for the year.

Friendly Remember: students need repeated teaching and practice with literacy skills to grow their confidence and proficiency. Note that when a child is demonstrating proficiency during classroom literacy routines and activities, there is no need to re-assess them.

*This assessment protocol can be used at any time of year, d**ata entry for District Collection is the end of the first week of November and only includes the Oral Reading Fluency.***

Sept/October	By November	February/March	May
Entire Class			
Oral Reading Fluency, Reading passage up to #5	Spelling Screener		ORF to #11
Phonics & Basic Code *(as needed)*	Sight words (first 25)	Retelling and Story Map	Sight words (second 25)
Phonemic Awareness *(as needed)*			Spelling Screener
Emerging and Developing Students Ongoing in-class assessment 'check-ins' and intervention.			

Grade 1-2 ENGLISH LANGUAGE ARTS CURRICULUM

BRITISH COLUMBIA
Ministry of Education

Area of Learning: ENGLISH LANGUAGE ARTS **Grade 1**

BIG IDEAS

- Language and **story** can be a source of creativity and joy.
- **Stories** and other **texts** help us learn about ourselves and our families.
- **Stories** and other **texts** can be shared through pictures and words.
- Everyone has a unique **story** to share.
- Through listening and speaking, we connect with others and share our world.
- Playing with language helps us discover how language works.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:* **Comprehend and connect (reading, listening, viewing)** • **Read fluently at grade level** • Use sources of information and **prior knowledge** to make meaning • Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning • Use foundational concepts of **print, oral, and visual texts** • **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of **story** in personal, family, and community identity • Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning • Recognize the **structure and elements of story** • Show awareness of how **story in First Peoples cultures** connects people to family and community	*Students are expected to know the following:* **Story/text** • **elements of story** • **literary elements and devices** • **vocabulary to talk about texts** **Strategies and processes** • **reading strategies** • **oral language strategies** • **metacognitive strategies** • **writing processes** **Language features, structures, and conventions** • **concepts of print** • **print awareness** • **phonemic and phonological awareness** • **letter formation** • **sentence structure** • **conventions**

BIG IDEAS

Language and **story** can be a source of creativity and joy.	**Stories** and other **texts** connect us to ourselves, our families, and our communities.	Everyone has a unique **story** to share.	Through listening and speaking, we connect with others and share our world.	Playing with language helps us discover how language works.	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:* **Comprehend and connect (reading, listening, viewing)** • **Read fluently at grade level** • Use sources of information and **prior knowledge** to make meaning • Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning • Recognize how different **text structures** reflect different purposes. • **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community • Demonstrate awareness of the role that **story** plays in personal, family, and community identity • Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning • Recognize the structure and elements of **story** • Show awareness of how **story in First Peoples cultures** connects people to family and community **Create and communicate (writing, speaking, representing)** • **Exchange ideas and perspectives** to build shared understanding • Create **stories** and other **texts** to deepen awareness of self, family, and community • Plan and create a variety of **communication forms** for different purposes and audiences • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation • Explore **oral storytelling processes**	*Students are expected to know the following:* **Story/text** • **elements of story** • **literary elements and devices** • **text features** • **vocabulary associated with texts** **Strategies and processes** • **reading strategies** • **oral language strategies** • **metacognitive strategies** • **writing processes** **Language features, structures, and conventions** • **features of oral language** • word patterns, word families • **letter formation** • **sentence structure** • **conventions**

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SD71 Literacy Framework – BC Literacy Progressions
Kindergarten – Grade 1

Aspect	Sub-Aspects	Elaboration	What is *proficient* in K-1?
Comprehends text	1. Interprets texts	Examines a text or texts to support comprehension	Identifies text features and applies strategies to identify main ideas of the text to support understanding
	2. Makes connections	Makes meaning from text and uses experience to make connections and deepen understanding	Makes connections with text(s)
	3. Analyzes texts	Formulates predictions, inferences, and critical questions to deepen understanding	Uses observations of texts to make predictions and ask questions
Applies understanding	1. Curates texts	Evaluates and selects relevant and reliable texts	Explores texts relevant to the task and purpose
	2. Extracts ideas and information	Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose	Recalls information from the text that is relevant to the task and purpose
	3. Synthesizes ideas and information	Connects ideas and information, draws conclusions, and forms ideas from text	Identifies similarities and differences within or between texts
Develops ideas	1. Generates ideas	Generates and selects ideas relevant to the task and purpose	Generates ideas, using experience(s)
	2. Evaluates ideas	Determines usability of idea(s) relevant to task and purpose	Checks to ensure that the generated idea(s) are related to the activity
	3. Refines ideas	Refines idea(s) using relevant feedback	Revises idea(s) based on directed and specific feedback

SD71 Literacy Framework – BC Literacy Progressions
Kindergarten – Grade 1

Aspect	Sub-Aspects	Elaboration	What is *proficient* in K-1?
Communicates ideas and information	1. Expresses ideas and information 2. Presents ideas and information 3. Justifies and defends decisions and/or ideas	Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.) Selects appropriate medium/media for a final product that clearly presents ideas and information Clearly justifies and can debate ideas, thinking, and decisions made	Shares ideas, using learning area materials Explores a variety of media with which to present idea(s) and information Identifies a reason that supports decisions and/or ideas

SD71 Literacy Framework – BC Literacy Progressions
Grade 2-3

Aspect	Sub-Aspects	Elaboration	What is *proficient* in 1-2?
Comprehends text	4. Interprets texts 5. Makes connections 6. Analyzes texts	Examines a text or texts to support comprehension Makes meaning from text and uses experience to make connections and deepen understanding Formulates predictions, inferences, and critical questions to deepen understanding	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text Makes connections with text(s) and between ideas within text(s). Uses observations to analyze texts and make predictions asking clarifying questions when necessary.
Applies understanding	4. Curates texts 5. Extracts ideas and information 6. Synthesizes ideas and information	Evaluates and selects relevant and reliable texts Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose Connects ideas and information, draws conclusions, and forms ideas from text	Selects texts relevant to the task and purpose Extracts ideas and information from the text and applies it to the task and purpose Uses similarities and differences between texts to draw conclusions
Develops ideas	4. Generates ideas 5. Evaluates ideas 6. Refines ideas	Generates and selects ideas relevant to the task and purpose Determines usability of idea(s) relevant to task and purpose Refines idea(s) using relevant feedback	Generates ideas, using strategies and experience(s) (2), and identifies ideas appropriate to the task and purpose (3) Reviews (2)/Assesses (3) the generated idea(s) based on prior learning and/or strategies Revises and/or refines idea(s) using relevant feedback

SD71 Literacy Framework – BC Literacy Progressions
Grade 2-3

Aspect	Sub-Aspects	Elaboration	What is *proficient* in 1-2?
Communicates ideas and information	4. Expresses ideas and information	Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)	Shares ideas and/or information, using relevant learning area materials
	5. Presents ideas and information	Selects appropriate medium/media for a final product that clearly presents ideas and information	Selects the medium/media with which to present idea(s) and information that support the task and purpose
	6. Justifies and defends decisions and/or ideas	Clearly justifies and can debate ideas, thinking, and decisions made	Identifies supports decisions and/or ideas using a relevant explanation

FREQUENTLY ASKED QUESTIONS

1. ***Can I have my LST, or CST assess my students for me?***
   The literacy assessment is designed for classroom teachers to use as part of their teaching, learning and assessment cycle.
   It is important for teachers to know where their students' strengths and stretches are in key literacy skills to inform planning and to scaffold learning to meet the needs of their learners.

2. ***Do I have to assess students all at once?***
   Teachers assess at a variety of times in a variety of ways. It is recommended that teachers chunk the assessment and integrate the components into daily literacy learning routines.

3. ***Do I have to use this assessment if I have my own literacy assessment tools?***
   Note that teacher colleagues have developed this assessment based on research and collaboration with Inclusive and Indigenous Education Departments. As such, it is recommended that teachers are familiar with the common language and understandings of this district wide tool. We appreciate that individual teachers may have preferred literacy assessment tools. A teacher can choose to follow the district provided assessment or a comparable assessment that covers the same skills and targets, however they will need to be pre-approved by District Principal of Early Learning and Child Care.

4. ***How is the assessment scored?***
   All skills are scored on correct answers. A correct answer = 1 point.

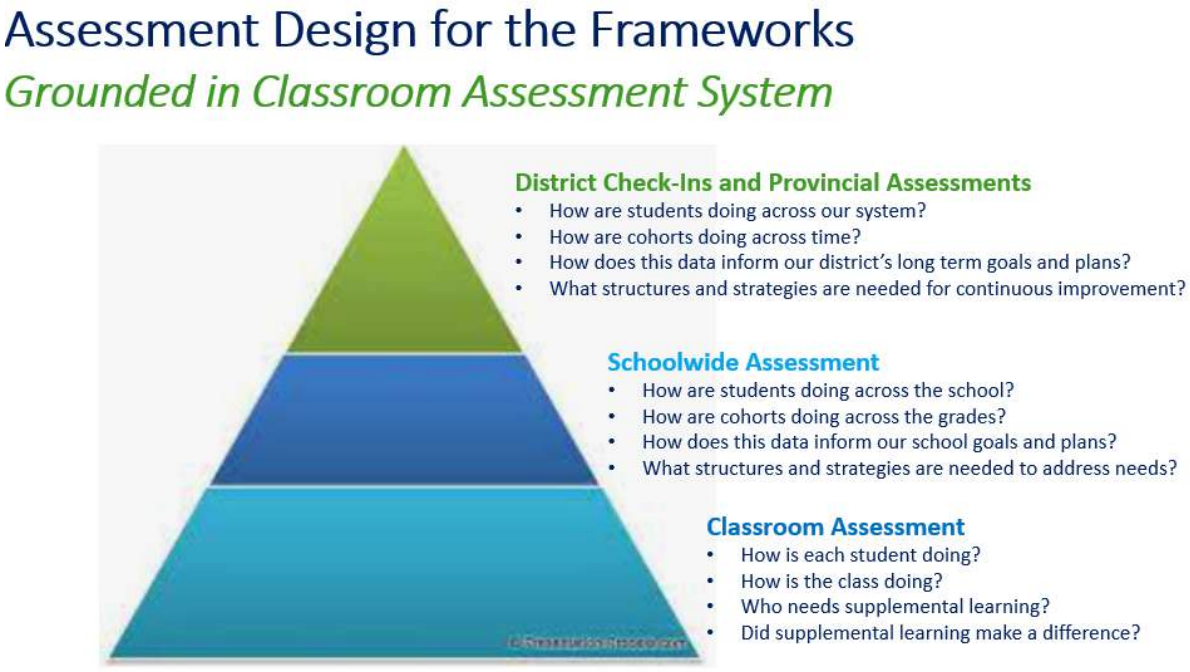
5. ***What do I do if my students are not demonstrating proficiency on a skill(s)?***
   Teaching, Learning and Assessment Cycle:
   i. *Whole class teaching, and repeated experience practicing the skills*
   ii. *Assess*
   iii. *Targeted classroom instruction according to student needs.*
   iv. *Assess*
   v. *Targeted classroom instruction and/or consult with school-based team about other interventions that may be necessary*
   vi. *Assess*

6. *How will the information collected from this assessment be used?*

Classroom Teachers *use this information to inform instruction and monitor progress of their students' literacy skills. Additionally, this information will be helpful to pass on to grade 3 teachers.*

The School *can use the data for school growth plans, allocation of resources and inform school-based team discussions and strategies.*

The District *will collect the Oral Reading Fluency information at the end of the first week of November. This data will be used to inform decisions regarding resource allocation and professional learning opportunities, as well as to monitor the literacy development of student cohorts over time.*



SD71 Grade 2 Literacy Assessment
PROCEDURES

This assessment is intended to be offered to students **in October** to help teachers screen, identify, and monitor a learner's needs for the purposes of guiding instructional decisions around critical reading skills. ***The results will be submitted to the district as an indicator of Grade 1 literacy skills mastery.*** It can be repeated at another time in the year to monitor change for school level data purposes.

Guidelines:

Record all attempts made by the student, and relevant behaviours.

To ensure the assessment is completed in a timely manner, keep in mind the following for **most** subtests:

- For **fluency**, the student should be able to respond within **3 seconds**. If the student takes longer, mark the item as incorrect and prompt for the next item.
- If the student gets the **first three items incorrect**, **stop and move on to the next task**.
- If the student struggles with word reading, administer the digraphs and letter names/sounds task.
- Look for this icon on most subtests to reflect the "3 Seconds/3 Questions" guideline:

Recording Student Responses:

Try to record as much information about observed student behaviours as possible.

Commonly, " " are used to identify letter names whereas / / are used to represent a sound.

For example "c" may be /k/ or /s/

When asked for the sound of letters, many students say the letter name. Prompt with: "vou know the name of the letter. Can vou tell me the sound it makes?"

PHONICS & PHONEMIC AWARENESS

DID YOU KNOW?

Phonological awareness is the ability to notice the sound structure of spoken words (Kilpatrick, 2015). It includes recognizing words, recognizing and producing rhymes, segmenting words into syllables, and segmenting and blending onset and rime. Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is part of phonological awareness. It includes isolating, segmenting, blending and manipulating individual sounds (Honig, Diamond & Gutlohn, 2008).

PHONICS

A system for approaching reading tat focuses on the relationship between letters and sounds. (Kilpatrick, 2015)

The phonemic awareness task and the basic code task indicate proficiency in ***decoding skills—reading.*** The spelling screener indicates proficiency in ***encoding skills—applying phonics to writing.***

NOTE: Not all students will need to be assessed on the basic code and phonemic tasks. Start with the Oral Reading Fluency task and use the basic code and phonemic awareness tasks to determine where additional instruction is required if a student struggles to complete the first four reading passages.

Medial Phoneme Isolation

Instructions:

- **Prompt:** " I am going to say a word. Tell me the middle sound of the word _____."

pen **man** **hop** **fit** **sky**

Medial Phoneme Substitution

Instructions:

- "I am going to say a word. Change the middle sound from /i/ to /a/ to make a new word."
- **Practice:** "The word is "bit". Change the middle sound from /i/ to /a/. What is the new word?"
- **Prompt:** "The word is _____. Change /__/ to /__/."

The word is **ran**. Change the **/a/ to /u/.**

The word is **not**. Change the **/o/ to /u/.**

The word is **top.** Change the **/o/ to /i/.**

The word is **has**. Change the **/a/ to /i/.**

The word is **bit.** Change the **/i/ to /e/.**

Digraphs and Complex Vowels

Instructions

- "I will point to some letters. Tell me what sound they make."
- Tell me what sound these letters make."

ch th wh sh ng qu ou oi er oo ar oy ow

Note: *some of the complex vowels have two sounds, either one is considered correct.*

Basic Code

Note: This task is only required if there were significant difficulties for the child reading the passages and completing the medial phonemic tasks.

Letter Association

Directions: Introduce the task:

- "I'd like you to tell me the names and sounds of these letters."

Prompt:

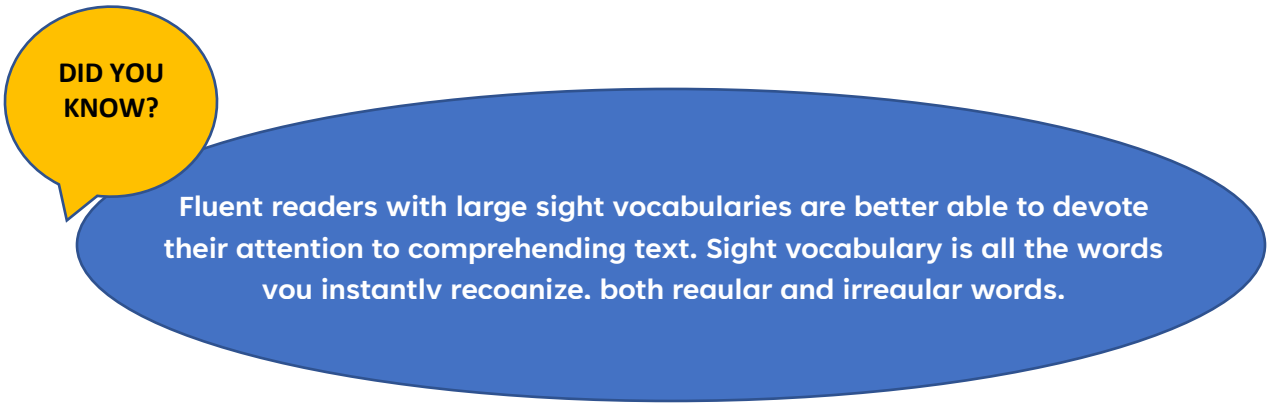
- **"What letter is this?"**
- **"What sound does this letter make?"**

3 seconds

Articulation errors are not counted as incorrect, if child says /w/i/p instead of /l/i/p they still get a point. Letter name is not a correct response. Prompt student to give a sound.

READING WORDS

Sight Words



Grade 1 words (Fry 1st 25 of 100)	Grade 2 words (Fry 1st 25 of 200)
the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his they, I, at, be, this, have, from	over, new, sound, take, only, little, work, know, place, years, live, me, back, give, most, very, after, things, our, just, name, good, sentence, man, think

3 seconds

Instructions

Start with the Grade 1 words. If the student completes them all, move on to the highlighted grade 2 words.

If the child makes more than 5 errors, discontinue.

Prompt: "Can you tell me what this word is?

Record all responses, including multiple attempts. When students sound out one letter at a time, these can be separated with a dash.

Note: *Depending on the phonics program used in Grade one, there may be unfamiliar words in this list. Teachers are encouraged to use a sight word list that is appropriate.*

READING CONNECTED TEXT

"A valid [reading] test must include the concepts, language structures, vocabulary and typography that children meet in their daily reading."

(Keys to the PM Benchmarks; Nelson Learning Australia, 2003)

This Oral Reading Fluency section is the data that will be collected by the District by the end of the first week of November.

These short passages are designed to follow a scope and sequence and increase in complexity. The built-in comprehension questions allow for regular interaction with the teacher during the process.
As the child reads each passage, note the words correct and any errors. The child gets a point for each comprehension question answered correctly.

An error includes: a substitution, missed word, added word, miscue not corrected
Any self-correction is considered correct.

This task is administered in October to indicate grade one proficiency. **Proficient is reading up to and including passage #5, with less than 5 errors, and fluent on the scale.** When the child hits 5 errors, or 2 incorrect comprehension answers, stop and count up the total words read, out of the total words provided to #5 (52 words) to determine a percentage. Combine that percentage with the fluency scale to determine proficiency. **Proficient will include accuracy as well as fluency.**

Fluent level 4: meaningful phrase groups, syntax is consistent and expressive interpretation
Fluent level 3: 3-4 word phrases, syntax is appropriate, little or no expressive interpretation
Non- Fluent level 2: primarly two-word phrases, with some larger groupings; some word-by word
Non- Fluent level 1: primarily word-by-word, not reliable meaningful syntax

The task should be administered again in the spring to determine grade 2 proficiency, which would be all 11 passages, with a max of 12 errors. *This spring data is for school use only and will not be collected by the district.*

ORAL READING FLUENCY

Reading Text	Comprehension questions
1. The red fox can run.	*What colour is the fox?*
2. The cub is in the den.	*Where is the cub?*
3. The crab is on a rock.	*What is on a rock?*
4. The man rides his bike on the track. He is going fast.	*Where is the man?* *What is he doing?*
5. We went on a hike to the lake. We went fishing off the dock. It was hot and sunny. We had a picnic.	*Where did they go?* *What did they do?* *What did they take with them?*
6. There is a deer in the forest eating grass. It hears a crash! What do you think it is?	*What do you think it is? How might the deer feel?*
7. Today an elder visited our classroom. She told us a story about her life when she was a child. We sat in a circle and passed the talking stick.	*What did the elder talk about?* *How did we sit?*
8. A large eagle is flying in the sky over the sea. It swoops down to catch dinner in its talons. It takes the fish back to its nest for the eaglet.	*What did the eagle catch?* *What happened to the fish?*
9. At the playground in town the steep slide and swings are fun! What do you want to play on? You could go down the slide. We could play grounders or go high on the swings together.	*What is the slide like?* *Which of the three things would you choose to do at the park?*

10.	The otter is on a beach near Oyster River. The beach is rocky with shells and seaweed. The otter has a sleek fur coat. She waits by a tidepool. What is she waiting for?	*What do you think the otter is waiting for?* *What is her coat like?*
11.	At Airforce Beach you can see the jets fly overhead. They are called the Snowbirds. They are fast and noisy! They practice stunts and work as a team. Cover your ears if it is too loud.	*Tell me two things about the jets.*

https://files.coxcampus.org/Measures-of-Prosody.pdf

National Assessment of Educational Progress Fluency Scale		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in 3-4 word phrase groups. Majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some 3-4 word groupings. Some word-by-word reading may be present. Word groupings are awkward and unrelated to larger context of sentence or passage.
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional 2-3 word phrases may occur- but infrequent and/or do not preserve meaningful syntax.

Source: White, S., Sabatini, J., Park, B. J., Chen, J., Bernstein, J., & Li, M. (2021). The 2018 NAEP Oral Reading Fluency Study. NCES 2021-025. National Center for Education Statistics.

	October		May	
Reading passage		%		%
Fluency	**NF1**	**NF2**	**F3**	**F4**

Proficiency			
Emg <90%	Dev 91-95%	Prof 96%+	
NF1	**NF2**	**F3**	**F4**

SPELLING DICTATION

The Spelling Screener assesses the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns. The words highlight features that are generally learned in order as listed in the first column of the scoring sheet: initial consonant, final consonant, digraph/trigraph, blend, etc. (attached)

Instructions:

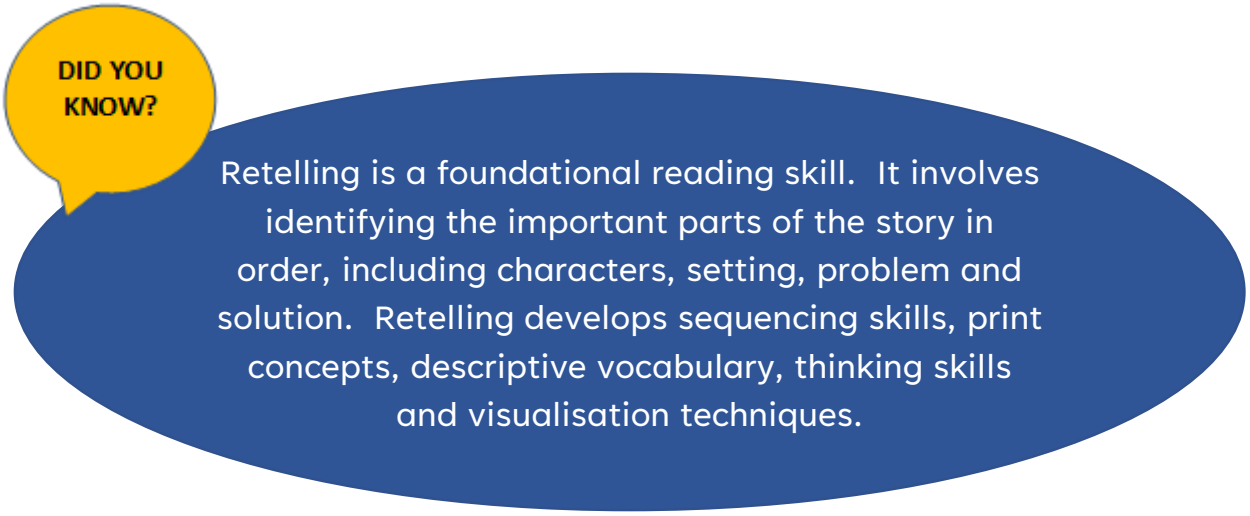
- In October of Grade 2, dictate the first 15+ words (as representative of Gr. 1 mastery).
- The Screener can be administered again later in the year to assess Grade 2 mastery, using the entire list.
- Students do not study the words in advance
- this can be administered as whole class or small group.
- Say the words in a natural fashion, not emphasizing any features, so as to avoid scaffolding.
- Say the word, then use a sentence, then repeat the word. Suggested sentences are provided.
- Use the scoring sheet provided. **A student gets 1 point for correctly spelling the feature, and a second point if the whole word is correct.** Total the number of points across for each feature (i.e., Initial consonant), and down for each word (includes all the features in the word.)

For the number of words dictated (X),

- **X-1 indicates good knowledge of that grapho-phoneme relationship.**
- **X-2 indicates need for instruction.**
- **If the student does not get any points for the feature, then it is beyond instructional ranges and earlier features need to be addressed.**

Spelling Screener						
mud	nap	set	fog	rib	life	shack
stone	trunk	goat	scrape	beat	champ	third
drain	bridges	crutch	growing	walked	born	spoil
	smiling	slipping	shouting	higher		

COMPREHENSION



Retelling A Story

Assessing a student's ability to retell a story involves a thoughtful approach that prioritizes exposure, interaction, and ongoing practice.

Kindergarteners benefit from hearing stories multiple times, allowing them to internalize its structure and content. Through regular storytelling sessions, educators can ensure that every student has ample opportunity to familiarize themselves with the story.

Utilizing a range of resources such as sequencing cards, felt boards, puppets, and story grammar marker, loose parts, drawing and graphic organizers can greatly enhance engagement and understanding.

Assessment should be seamlessly integrated into the ongoing retelling instruction that takes place throughout the year. Rather than a one-time evaluation, the retelling assessment should be an ongoing process, woven into classroom literacy routines. This approach ensures that students have continuous opportunities to develop their retelling skills and receive timely feedback on their progress.

COMPREHENSION

Use the provided Story Map or other graphic organizer students are familiar with.

Oral Re-telling

Elements	Descriptors	
Characters	Includes main characters + 1 detail	
Setting	Where characters are or what they are doing + 1 detail	
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	How do characters attempt to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
	Total /10	

END OF YEAR TARGETS	
Proficient	8-10
Developing	5-7
Emerging	Less than 5

Beginning elements include:

- Character
- Setting
- Initiating Event (Problem)

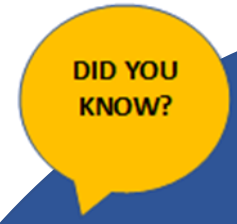
Middle elements include:

- Initiating Event (Problem)
- Feelings
- Plan
- Attempts (Actions)

End elements include:

- Attempts (Actions)
- Result
- Feelings

TEACHER RESPONSE FORMS



Assessments should be done throughout the year to inform instructional goals and guide learning activities for students. If a student has demonstrated a skill at the proficient level earlier in the year, there is no need to reassess unless there are questions about their current level.

Note: While the tasks are numbered on the recording sheets, they do not need to be done in order. Teacher discretion and suitability for students will determine the order in which they are administered.

Oral Reading Fluency is provided to the district in the first week of November.

PHONEMIC AWARENESS

1. **Medial Phoneme Isolation:**
    - Prompt: **I am going to say a word. Tell me the middle sound of the word ____.**

pen **man** **hop** **fit** **sky**

****NOTE: if any incorrect, score is EMERGING**

Words	Sound	Date:
pen	/e/	
man	/a	
hop	/o/	
fit	/i/	
sky	/k/	
Total	/5	**if any errors, score = *emerging***

1b. Medial Substitution

- **I am going to say a word. Change the middle sound from /i/ to /a/ to make a new word**
- Practice: **the word is "bit". Change the middle sound from /i/ to /a/. What is the new word?**
- Prompt: **The word is _____. Change /__/ to /__/.**

The word is **ran**. Change the **/a/ to /u/.**

The word is **not**. Change the **/o/ to /u/.**

The word is **top.** Change the **/o/ to /i/.**

The word is **has**. Change the **/a/ to /i/.**

The word is **bit.** Change the **/i/ to /e/.**

Medial Substitution

Original Word	New Word	Date:
The word is ran. Change the /a/ to /u/.	run	
The word is not. Change the /o/ to /u/.	nut	
The word is top. Change the /o/ to /i/.	tip	
The word is has. Change the /a/ to /i/.	his	
The word is bit. Change the /i/ to /e/.	bet	
Total	/5	

Phonemic Awareness	
Proficient	10
Developing	6-9
Emerging	<5

Comments:

Section 2: Phonics & Basic Code

Phonics:

- **Prompt: I will point to some letters.**
  - **Tell me what sound these letters make.**

Sometimes groups of letters make more than 1 sound, as in the case of "oo," which may result in more than one correct response. Either response is acceptable.

2a. Digraphs

Sounds	Date:
ch	
th	
wh	
sh	
ng	
qu	
Total	/6

2b. Complex Vowels

Sounds	Date:
ou	
oi	
er	
oo	
ar	
oy	
ow	
Total	/7

2c. Long vowels and vowel teams

Sounds	Date:
a_e	
e_e	
i_e	
o_e	
u_e	
ay	
ee	
oa	
ie	
ai	
Total	/10

Scoring Section 2: Basic Code

Subset 1: vowels and digraphs (2a-2c)	
Proficient	21-23
Developing	16-20
Emerging	Less than 16

Subset 2 Letter sounds (2d-next page)	
Proficient	31-34
Developing	25-30
Emerging	<25

2d. Letter sounds: If the child offers the letter name, prompt again to ask for the *sound.*

***Note: Teacher discretion will be required here.** If the student has been instructed with Jolly Phonics, individual letters rarely have more than one sound—long a, for example, always occurs in combination with another letter, whereas UFLI instruction includes two sounds for each vowel. The teacher can determine which score seems most reasonable given the phonics instruction the child has received.

	sound		date
c			
z			
j			
a			
k			
m			
r			
v			
t			
w			
n			
o			
b			
s			
u			
d			
e			
p			
f			
g			
qu			
x			
h			
i			
l			
y			

3. Reading Sight Words *(shaded words are bonus for October)*

Start with the grade 1 words. If the student completes them all, move on to the grade 2 list. If the child does not get 3 of the first five Grade 1 words correct, discontinue.

Note: *depending on the phonics program used in Grade one, there may be unfamiliar words in this list. Teachers are encouraged to use a sight word list that is appropriate.*

Record all responses, including multiple attempts. When students sound out one letter at a time, these can be separated with a dash (-) .

Grade 1 words (Fry 1st 25 of 100)			**Grade 2 words (fry 1st 25 of 200)**			Date:
1.	the		1.	over		
2.	of		2.	new		
3.	and		3.	sound		
4.	a		4.	take		
5.	to		5.	only		
6.	in		6.	little		
7.	is		7.	work		
8.	you		8.	know		
9.	that		9.	place		
10.	it		10.	years		
11.	he		11.	live		
12.	was		12.	me		
13.	for		13.	back		
14.	on		14.	give		
15.	are		15.	most		
16.	as		16.	very		
17.	with		17.	after		
18.	his		18.	things		
19.	they		19.	our		
20.	I		20.	just		
21.	at		21.	name		
22.	be		22.	good		
23.	this		23.	sentence		
24.	have		24.	man		
25.	from		25.	think		
				total	/25	

Proficient	23
Developing	20-23
Emerging	less than 20

4. Comprehension: Story Map

After reading a story to the class, *and taking time to do some discussion, turn and talks, and other strategies for response,* administer the following assessment (Story Map). Use their drawing or writing on the back of the page to have them tell you their understanding of the story. This conferring episode can assist in the scoring of the task.

Story Title: _____ Name: _____

Characters	**Setting**
Initiating Event (Problem)	**Solution**

.

ORAL RE-TELLING (Comprehension)

Select the scoring option which best suits the language your students are familiar with.

Scoring option 1: Story Grammar Marker

Elements		
Characters	• Includes main charaacters • Detail about the characters	**/2**
Setting	• Where characters are or what they are doing • Additional detail	**/2**
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	Attempts to obtain the goal	
Result	Articulates the resolution of the story,	
Feelings	How do characters feel or think about the outcome	
	Total	**/10**

Comprehension TARGETS	
Proficient	8-10
Developing	5-7
Emerging	Less than 5

Comments:

Beginning elements include:

- Character + one significant detail
- Setting + one significant detail
- Initiating Event

Middle elements include:

- Initiating Event
- Feelings
- Plan
- Attempts

End elements include:

- Attempts
- Result
- Feelings

Scoring option 2: Story Elements

Elements		
Characters	• Includes main characters • one specific detail	/2
Setting	• Includes setting • 2 details	/2
Problem	• Explains the problem • relates the problem to relationships between characters and/or setting (feelings)	/2
Actions	• Explains how the character acted on the problem • provides two actions in sequence	/2
Solution	• Articulates the resolution of the story • references character feelings	/2
Total:		**/10**

Comprehension TARGETS	
Proficient	8-10
Developing	5-7
Emerging	Less than 5

Comments:

Beginning elements include:

- Character + one significant detail
- Setting + one significant detail
- Problem

Middle elements include:

- Problem
- Feelings
- Actions

End elements include:

- Actions
- Result
- Feelings

5. Oral Reading Fluency

Readings 1-5 are for October. ***Proficient for fall of Grade 2 is successful on #5, with Fluent 4 (F4).*** Fluency includes smoothness, expression, and accuracy.

	Text and question	Comprehension	Word count	Total words
1.	The red fox can run. *What colour is the fox?*	/1	5	/5
2.	The cub is in the den. *Where is the cub?*	/1	6	/11
3.	The crab is on a rock. *What is on the rock?*	/1	6	/17
4.	The man rides his bike on the track. He is going fast. *Where is he? What is he doing?*	/2	12	/29
5.	We went on a hike to the lake. We went fishing off the dock. It was hot and sunny. We had a picnic. *Where did they go?* *What did they do?* *What did they take with them?*	/3	23	/52
6.	There is a deer in the forest eating grass. It hears a crash! What do you think it is? *What do you think it is?* *How might the deer feel?*	/2	19	/71
7.	Today an elder visited our classroom. She told us a story about her life when she was a child. We sat in a circle and passed the talking stick. *What did the elder talk about?* *How did we sit?*	/2	29	/100
8.	A large eagle is flying in the sky over the sea. It swoops down to catch dinner in its talons. It takes the fish back to its nest for the eaglet. *What did the eagle catch?* *What happened to the fish?*	/2	31	/131

9.	At the playground in town the steep slide and swings are fun! What do you want to play on? You could go down the slide. We could play grounders or go high on the swings together. *Which of the three things would you choose to do at the park?* *What is the slide like?*	/2	36	/167
10.	The otter is on a beach near Oyster River. The beach is rocky with shells and seaweed. The otter has a sleek fur coat. She waits by a tidepool. What is she waiting for? *What do you think the heron is waiting for?* *What is her coat like?*	/2	34	/201
11.	At Airforce Beach you can see the jets fly overhead. They are called the Snowbirds. They are fast and noisy! They practice stunts and work as a team. Cover your ears if it is too loud. *Tell me two things about the jets.*	/2	36	/237
	Totals	**/20**	**/237**	

	October	May
Reading passage	%	%
Fluency and Expression	**FN1 FN2 F3 F4**	

Proficiency		
Emg <90%	Dev 91-95%	Prof 96%+
FN1 FN2 F3 F4		

https://files.coxcampus.org/Measures-of-Prosody.pdf

National Assessment of Educational Progress Fluency Scale		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in 3-4 word phrase groups. Majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some 3-4 word groupings. Some word-by-word reading may be present. Word groupings are awkward and unrelated to larger context of sentence or passage.
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional 2-3 word phrases may occur- but infrequent and/or do not preserve meaningful syntax.

Source: White, S., Sabatini, J., Park, B. J., Chen, J., Bernstein, J., & Li, M. (2021). The 2018 NAEP Oral Reading Fluency Study. NCES 2021-025. National Center for Education Statistics.

6. Spelling Screener (Encoding)

The Spelling Screener assesses the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns.

The words highlight features that are generally learned in order as listed in the first column of the scoring sheet: initial consonant, final consonant, digraph/trigraph, blend, etc. (attached)

- **In October of grade 2, dictate the first 15+ words (as representative of Gr. 1 mastery).**
- The Screener can be administered again later in the year to assess Grade 2 mastery, using the entire list.
- Students do not study the words in advance
- This can be administered as whole class or small group.
- Say the words in a natural fashion, not emphasizing any features, so as to avoid scaffolding.
- Say the word, then use a sentence, then repeat the word. Suggested sentences are provided.
- Use the scoring sheet provided. **A student gets 1 point for correctly spelling the feature, and a second point if the whole word is correct.** Total the number of points across for each feature (ie. Initial consonant), and down for each word (includes all the features in the word.)
    - **For the number of words dictated (X),**
        - **X-1 indicates good knowledge of that grapho-phoneme relationship.**
        - **X-2 indicates need for instruction.**
        - **If the student does not get any points for the feature, then it is beyond instructional ranges and earlier features need to be addressed.**

Spelling Screener Dictation:

1. mud — Don't step in the mud.
2. nap — I like to nap when I'm tired.
3. set — The sun will set in the west.
4. fog — It's hard to see in thick fog.
5. rib — The football player broke his rib.
6. life — Remember to enjoy life every day.
7. shack — A shack is a small house.
8. stone — Stone walls last a long time.
9. trunk — The trunk of that tree is very big.
10. goat — A goat is a useful farm animal.
11. scrape — Did you scrape your knee when you fell down?
12. beat — Keep the beat when you clap to music.
13. champ — The Stanley Cup winner is the champ.
14. third — Third place is behind first and second.
15. drain — Water goes down the drain.
16. bridges — Two bridges go over the canyon.
17. crutch — If you hurt your foot, you can use a crutch to walk.
18. growing — We are growing carrots in our garden.
19. walked — I walked slowly to school.
20. born — The kittens were born yesterday.
21. spoil — Don't let the rain spoil the trip.
22. smiling — Smiling is easy if you are having fun.
23. slipping — Our feet were slipping on the ice.
24. shouting — My voice was tired from shouting.
25. higher — Eagles fly higher than most small birds.

TEACHER RECORDING SHEETS

STUDENT PROFILE TRACKING SHEET (School Data)

Student Name: **DATE:**

PHONEMIC AWARENESS

1a. **1b.**

Medial isolation			Medial substitution	
pen			ran/run	
man			not/nut	
hop			top/tip	
fit			has/his	
sky			nit/bet	
Total /5			**Total /5**	

Phonemic Awareness 1a & b	
Proficient	10
Developing	6-9
Emerging	<5

PHONICS & BASIC CODE

2a. **2b.**

Digraphs:			Complex vowels	
ch			ou	
th			oi	
wh			er	
sh			oo	
ng			ar	
qu			oy	
			ow	
Total /6			**Total /7**	

2c.

Long vowels and vowel teams			
a_e		ay	
e_e		ee	
i_e		oa	
o_e		ie	
u_e		ai	
Total /10			

Subset 1: vowels and digraphs (2a-2c)	
Proficient	21-23
Developing	16-20
Emerging	Less than 16

2d. LETTER ASSOCIATION (if required)

	sound	name		sound	name
c			**s**		
z			**u**		
j			**d**		
a			**e**		
k			**p**		
m			**f**		
r			**g**		
v			**qu**		
t			**x**		
w			**h**		
n			**i**		
o			**l**		
b			**y**		
Total	**/16**	**/13**	**Total**	**/18**	**/13**
				Total	**/60**

Subset 2 Letter sounds (2d)	
Proficient	56-60
Developing	50-56
Emerging	<50

STUDENT PROFILE TRACKING SHEET (School Data)

READING WORDS

Note: *depending on the phonics program used in Grade one, there may be unfamiliar words in this list. Teachers are encouraged to use a sight word list that is appropriate.*

Grade 1 words (Fry 1st 25 of 100)			**Grade 2 words (fry 1st 25 of 200)**			Date:
1.	the		26.	over		
2.	of		27.	new		
3.	and		28.	sound		
4.	a		29.	take		
5.	to		30.	only		
6.	in		31.	little		
7.	is		32.	work		
8.	you		33.	know		
9.	that		34.	place		
10.	it		35.	years		
11	he		36.	live		
12	was		37.	me		
13	for		38.	back		
14	on		39.	give		
15.	are		40.	most		
16.	as		41.	very		
17.	with		42.	after		
18.	his		43.	things		
19.	they		44.	our		
20.	I		45.	just		
21.	at		46.	name		
22.	be		47.	good		
23.	this		48.	sentence		
24.	have		49.	man		
25.	from		50.	think		
				total	/25	

	Fall	**Spring (if word was read correctly in the fall don't repeat)**
Proficient	23	47
Developing	20-23	40-46
Emerging	less than 20	Less than 40

Comments:

LETRS Basic Spelling Screener (K–2)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

	mud	nap	set	fog	rib	life	shack	stone	trunk	goat	scrape	beat	champ	third	drain	bridges	crutch	growing	walked	born	spoil	smiling	slipping	shouting	higher	Totals
Word Correct																										/25
Initial Consonant	m	n	s	f	r	l				g									w						h	/9
Final Consonant	d	p	t	g	b	f	ck																			/7
Digraph, Trigraph							sh						ch	th		dge	tch							sh		/6
Blend								st	tr nk		scr		mp		dr	br	cr	gr			sp	sm	sl			/12
Short Vowel	u	a	e	o	i																					/5
Long Vowel VCe						i_e		o_e			a_e															/3
Vowel Team/ Diphthong										oa		ea			ai			ow	al		oi			ou	igh	/8
Vowel-r														ir						or						/2
Inflections																s		ing	ed			ling	pping	ting	er	/7
Word Totals																										Total /84

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LETRS Basic Spelling Screener: Class Composite Sheet

Use this table to compile spelling screener data for your class. Highlight where students have made two or more errors within a category; they will need help with that skill.

	Student Name																												
Total Words Correct																													
Initial Consonant																													
Final Consonant																													
Digraph, Trigraph																													
Blend																													
Short Vowel																													
Long Vowel VCe																													
Vowel Team/ Diphthong																													
Vowel-r																													
Inflections																													
Total (Out of 84)																													

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STUDENT PROFILE TRACKING SHEET (School Data)

Student: _____

ORAL RE-TELLING

END OF YEAR TARGETS **Proficient – 8-10** **Developing – 5-7** **Emerging – less than 5**		
Elements		
Characters	Includes main characters • Detail about the characters	**/2**
Setting	Where characters are or what they are doing • Additional detail	**/2**
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	Attempts to obtain the goal	
Result	Outcome of the attempts • Articulates the resolution of the story,	
Feelings	How do characters feel or think about the outcome	
	Total	**/10**

COMMENTS:

Scoring option 2: Story Elements

Elements		
Characters	• Includes main characters • one specific detail	/2
Setting	• Includes setting • 2 details	/2
Problem	• Explains the problem • relates the problem to relationships between characters and/or setting (feelings)	/2
Actions	• Explains how the character acted on the problem • provides two actions in sequence	/2
Solution	• Articulates the resolution of the story • references character feelings	/2
	Total:	**/10**

Comprehension TARGETS	
Proficient	8-10
Developing	5-7
Emerging	Less than 5

COMMENTS:

Beginning elements include:

- Character + one significant detail
- Setting + one significant detail
- Problem

Middle elements include:

- Problem
- Feelings
- Actions

End elements include:

- Actions
- Result
- Feelings

STORY MAP

Story Title: _____ Name: _____

On the back draw a picture or write a sentence about the story.

Characters	Setting
Problem	**Solution**

Oral Reading Fluency Class Profile
(District Data Collection first week of November)

Teacher:

Year:

FALL TARGETS	
Proficient	47 (90%), F4
Developing	42-46 (80-89%); F3
Emerging	< 42 (79%); NF1 or NF2

	FALL					SPRING				
Student Name	Comprehension score	Words correct /52	Percentage %	Fluency	Proficiency P/D/E	Comprehension score	words correct /237	Percentage %	Fluency	Proficiency P/D/E

Class Totals for Data Collection first week in November: Prof: ___ Dev/Emerg: ____

STUDENT PROFILE TRACKING SHEET (District Data)

Readings 1-5 are for October. ***Proficient for grade 1 is successful on #5, with Fluent 4 (F4).*** Fluency includes smoothness, expression, and accuracy. **Score reading fluency as a whole, at the end of the task.**

	Text and question	Comprehension	Word count	Total words
1.	The red fox can run. *What colour is the fox?*	/1	5	/5
2.	The cub is in the den. *Where is the cub?*	/1	6	/11
3.	The crab is on a rock. *What is on the rock?*	/1	6	/17
4.	The man rides his bike on the track. He is going fast. *Where is he? What is he doing?*	/2	12	/29
5.	We went on a hike to the lake. We went fishing off the dock. It was hot and sunny. We had a picnic. *Where did they go?* *What did they do?* *What did they take with them?*	/3	23	/52
6.	There is a deer in the forest eating grass. It hears a crash! What do you think it is? *What do you think it is?* *How might the deer feel?*	/2	19	/71
7.	Today an elder visited our classroom. She told us a story about her life when she was a child. We sat in a circle and passed the talking stick. *What did the elder talk about?* *How did we sit?*	/2	29	/100
8.	A large eagle is flying in the sky over the sea. It swoops down to catch dinner in its talons. It takes the fish back to its nest for the eaglet. *What did the eagle catch?* *What happened to the fish?*	/2	31	/131

9.	At the playground in town the steep slide and swings are fun! What do you want to play on? You could go down the slide. We could play grounders or go high on the swings together. *What is the slide like?* *Which of the three things would you choose to do at the park?*	/1	36	/167
10.	The otter is on a beach near Oyster River. The beach is rocky with shells and seaweed. The otter has a sleek fur coat. She waits by a tidepool. What is she waiting for? *What is her coat like?* *What do you think the otter is waiting for?*	/1	34	/201
11.	At Airforce Beach you can see the jets fly overhead. They are called the Snowbirds. They are fast and noisy! They practice stunts and work as a team. Cover your ears if it is too loud. *Tell me two things about the jets.*	/2	36	/237
	Totals	**/20**	**/237**	

	October /52		May /237	
Completed reading #		%		%
Fluency and Expression	**NF1 F3**	**NF2 F4**	**NF1 F3**	**NF2 F4**

Proficiency			
Emg <90%	Dev 91-94%	Prof 95%+	
NF1	**NF2**	**F3**	**F4**

https://files.coxcampus.org/Measures-of-Prosody.pdf

National Assessment of Educational Progress Fluency Scale		
Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.
Fluent	Level 3	Reads primarily in 3-4 word phrase groups. Majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-Fluent	Level 2	Reads primarily in two-word phrases with some 3-4 word groupings. Some word-by-word reading may be present. Word groupings are awkward and unrelated to larger context of sentence or passage.
Non-Fluent	Level 1	Reads primarily word-by-word. Occasional 2-3 word phrases may occur- but infrequent and/or do not preserve meaningful syntax.

Source: White, S., Sabatini, J., Park, B. J., Chen, J., Bernstein, J., & Li, M. (2021). The 2018 NAEP Oral Reading Fluency Study. NCES 2021-025. National Center for Education Statistics.

STUDENT SHEETS

Student Sheets

Digraphs and vowels:

ch	th	wh	sh
ng	qu		

---

ou	oi	er	oo
ar	oy	ow	

---

a_e	e_e	i_e	o_e
u_e	ay	ee	oa
ie	ai		

Reading Words: Fall

the	of	and
a	to	in
is	you	that
it	he	was
for	on	are
as	with	his
they	I	at
be	this	have
from		

Reading Words: Spring

over	new	sound
take	only	little
work	know	place
years	live	me
back	give	most
very	after	things
our	just	name
good	sentence	man
think		

Letter sounds

c	z	j	a	k	m
r	v	t	w	n	o
b	s	u	d	e	p
f	g	qu	x	h	i
l	y				

The red fox can run.

The cub is in the den.

The crab is on a rock.

The man rides his bike on the track. He is going fast.

We went on a hike to the lake. We went fishing off the dock. It was hot and sunny. We had a picnic.

There is a deer in the forest eating grass.
It hears a crash! What do you think it is?

Today an elder visited our classroom. She told us a story about her life when she was a child. We sat in a circle and passed the talking stick.

A large eagle is flying in the sky over the sea. It swoops down to catch dinner in its talons. It takes the fish back to its nest for the eaglet.

At the playground in town the steep slide and swings are fun! What do you want to play on? You could go down the slide. We could play grounders or go high on the swings together.

The otter is on a beach near Oyster River. The beach is rocky with shells and seaweed. The otter has a sleek fur coat. She waits by a tidepool. What is she waiting for?

At Airforce Beach you can see the jets fly overhead. They are called the Snowbirds. They are fast and noisy! They practice stunts and work as a team. Cover your ears if it is too loud.

STORY MAP

Story Title: _____ Name: _____

On the back draw a picture or write about the story.

Characters	Setting
Problem	**Solution**

Spelling Grade 2 Date _____ Name _____

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