

Teacher: _____

School Year: _____

**Ascension Parish Comprehensive Curriculum
Assessment Documentation Page**

Grade 2: English/Language Arts

Book – Banner Days

Documented GLEs

Theme 2: Neighborhood News

Highlighted GLEs indicate assessment of the focus area for that GLE.

Story 22: Max Found Two Sticks

Time Frame: Approximately 6 days

<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Reading: Homonyms Effects of Setting </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Writing: Poetry (Analyze and Write) </div> </div>				
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <ul style="list-style-type: none"> • Reading Strategy- Self correct • Decoding / Phonics: vowel digraphs (ew, ui, oo, ue) </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <ul style="list-style-type: none"> • Past tense verbs • Encoding / Spelling: vowel digraphs (ew, ui, oo, ue) </div> </div>				
Guiding Questions	Documented GLEs			
	GLEs	GLEs	Bloom's Level	Date and Method of Assessment
1. Can students identify unique letter-sound patterns, including long vowels?	1	Identify unique letter-sound patterns, including long and short vowels and consonants (focus: /ōō/ ew, ui, oo, ue)	Application	
2. Can students identify story elements including effects of setting on events and characters?	3	Identify and explain common synonyms, antonyms, and homonyms (focus: multiple meaning words – examples: duck, fall, stand, and check)	Comprehension	
3. Can students recognize words with multiple-meaning?				
4. Can students develop and analyze grade-appropriate poems?	8	Identify story elements including effects of setting on events and characters	Analysis	