

SAMPLE LEARNING MAP ENGLISH LANGUAGE ARTS gr 2 (© C. Cameron and K. Gregory)

BIG IDEAS Students...	Approaching Expectations	Meeting Expectations	Exceeding Expectations
#1 Use strategies to read a wide variety of text	Are beginning readers who often read short, direct books. May need some support before during and/or after reading. Starting to try out strategies to figure out unfamiliar words and to make sense of what is being read	Are independent readers who use strategies to solve problems such as figuring out unfamiliar words. Typically read different kinds of text (both familiar and new materials) at grade level with some confidence.	Are strong, independent readers who read a variety of challenging text in many different forms and genres. Use a variety of different strategies to figure out meaning, new words and ideas
Evidence	observations reading conversations		
#2 Respond to show understanding	Typically show a partial understanding of text. Responses include some correct information while some may be 'off track'. Connections to text tend to focus on personal experiences and interests.	Show a good understanding of text. Written, oral and visual responses include mostly correct information with some detail. Connections are made to personal experiences and other books read.	Consistently show a deep understanding of text. Written, oral and visual responses are detailed and include accurate information. Connections with previous knowledge and experiences are often powerful and unique.
Evidence	oral book review reading interview		
#3 Write in a variety of forms for different purposes and audience	May require some support to think of ideas to write about. Typically writes about immediate experiences. Some parts of the writing are clear and interesting while other parts may be difficult to follow.	Write successfully in many forms for different audiences. Most parts of the writing are easy to follow while some ideas are loosely connected. Some detail, connecting words, and openings and closings are being used.	Write confidently in a variety of forms for different purposes and audiences. Use of logic and organization is evident. The writing is easy to follow, the topic is clear and ideas are connected.
Evidence	Collection of ideas (webs, lists) and drafts (written, graphic, digital, illustrations)		writing conferences
#4 Use conventions and skills in writing	Beginning to use some conventions and skills in writing. Some errors may get in the way of the meaning. Individual support may be needed to increase regular use of conventions and skills.	Know and use many conventions and skills in writing. Some simple errors are found, that for the most part do not get in the way of the meaning.	Know and use conventions and skills in writing. Minor errors do not get in the way of the meaning of the piece.
Evidence	"Before and After" samples of work		
#5 Communicate and collaborate	Are beginning to communicate ideas with others (work best in a small group) Are building group skills and may need reminders and/or support to work collaboratively with others.	Communicate ideas using some strategies and presentation skills. Use group skills to work successfully and respectfully with others.	Effectively communicate ideas with others using a wide variety of strategies and presentation skills Show strong group skills as a contributor and as a leader.
Evidence	teacher observation individual/group interview and self-assessment		