

Reading – Grade 2

| Outcome (indicator) | 4 - Mastery | 3 - Proficient | 2 - Approaching | 1 - Beginning |
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| <p>Comprehension</p> <p>CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and make connections to prior learning and experiences.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.</p> <p>(h). Read appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 95-145 silently) with fluent pacing on practiced texts.</p> | <p>Reads, responds and shows comprehension by:</p> <ul style="list-style-type: none"> • Discussing inferential experiences and traditions from texts • Making significant connections • Identifying complex similarities and differences <p>Reads and demonstrates insightful comprehension of:</p> <ul style="list-style-type: none"> • the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events) • key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources <p>Reads appropriate fiction and non-fiction texts at a rate of (101+ wcpm orally; 146+ silently) with fluent pacing on practiced texts</p> | <p>Reads, responds and shows comprehension by:</p> <ul style="list-style-type: none"> • Discussing experiences and traditions from texts • Making connections • Identifying similarities and differences <p>Reads and demonstrates comprehension of:</p> <ul style="list-style-type: none"> • the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events) • key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources <p>Reads appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 95-145 silently) with fluent pacing on practiced texts</p> | <p>Reads, responds and shows comprehension by:</p> <ul style="list-style-type: none"> • Simplistically discussing experiences and traditions from texts • Making predictable connections • Identifying basic similarities and differences <p>Reads and demonstrates basic comprehension of:</p> <ul style="list-style-type: none"> • the obvious events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events) • simple ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources <p>Reads appropriate fiction and non-fiction texts at a rate of (60-69 wcpm orally) with some pacing evident on practiced texts</p> | <p>Reads, responds and shows comprehension by:</p> <ul style="list-style-type: none"> • Limited or inability to discuss experiences and traditions from texts • Making few, if any connections • Identifying limited similarities and differences <p>Reads and demonstrate partial comprehension of:</p> <ul style="list-style-type: none"> • the obvious events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events) • simple ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources <p>Reads appropriate fiction and non-fiction texts at a rate of (30-59 wcpm orally) with little evidence of pacing on practiced texts</p> |
| <p>Use of Strategies</p> <p>CR2.4(b) Select and use task-relevant before, during, and after strategies to construct meaning when reading.</p> | <p>Purposefully selects and uses task-relevant before, during, and after strategies to construct meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts <p>During:</p> <ul style="list-style-type: none"> • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text | <p>Selects and use task-relevant before, during, and after strategies to construct meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts <p>During:</p> <ul style="list-style-type: none"> • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text | <p>Simplistically attempts to select and use task-relevant before, during, and after strategies to construct meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts <p>During:</p> <ul style="list-style-type: none"> • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text | <p>Ineffectively or inappropriately attempts to select and use task-relevant before, during, and after strategies to construct meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts <p>During:</p> <ul style="list-style-type: none"> • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text |

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| | <ul style="list-style-type: none"> • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions • Adjusts rate or strategy to purpose or difficulty of text <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, summarizes, and synthesizes • Interpreting (identifying new knowledge and insights) • Evaluates author’s/creator’s message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and use other forms of representing to deepen understanding and pleasure | <ul style="list-style-type: none"> • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, and summarizes • Interprets (identifying new knowledge and insights) • Evaluates author’s/creator’s message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure | <ul style="list-style-type: none"> • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, and summarizes • Interprets (identifying new knowledge and insights) • Evaluates author’s/creator’s message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and use other forms of representing to deepen understanding and pleasure | <ul style="list-style-type: none"> • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draw conclusions <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, and summarizes • Interprets (identifying new knowledge and insights) • Evaluates author’s/creator’s message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and use other forms of representing to deepen understanding and pleasure |
| <p>Cues & Conventions CR2.4(c) Understand and apply the appropriate cues and conventions to construct and confirm meaning when reading.</p> | <p>Comprehensive understanding and skillful application of the appropriate cues and conventions to construct and confirm meaning when reading.</p> | <p>Appropriate understanding and application of the appropriate cues and conventions to construct and confirm meaning when reading.</p> | <p>Simplistic understanding and inconsistent application of cues and conventions to construct and confirm meaning when reading.</p> | <p>Vague understanding and ineffective application of cues and conventions to construct and confirm meaning when reading.</p> |

Pragmatic

- Identifies and states reasons for reading

Textual

- Recognizes and uses different text forms, features and elements

Syntactic

- Recognizes and comprehends simple, compound, and complex sentences and their related punctuation including quotation marks
- Uses knowledge of sentence structure to determine meaning of a sentence,
- Uses punctuation to help understand what they read

Semantic/Lexical/Morphological

- Recognizes basic sight vocabulary
- Uses context clues
- Uses knowledge of simple prefixes and suffixes and recognize the same words in different forms;
- Uses individual words to predict meaning of compound words
- Recognizes word play.

Phonological/Graphophonic

- Uses phonics to decode individual words
- Segments all sounds of a word into individual sounds
- Deletes beginning or ending sounds and tell the remaining word
- Decodes individual words and sounds heard in multisyllabic words
- Recognizes features of words including possessives, double vowels, multi-syllabic words
- Recognizes long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, and double vowels.

Other Cues and Conventions

- Interprets and responds appropriately to non-verbal cues including facial expression and gestures
- Uses and interprets conventions of texts
- Recognizes and uses discernible features such as labels, headings, sounds, colours.

