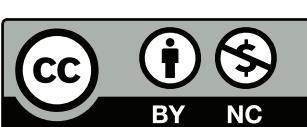


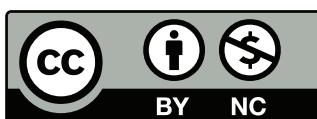
Reading – Grade 2

Outcome (indicator)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Comprehension				
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>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, 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, 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, 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
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>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 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 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 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
(h). Read appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 146+ silently) with fluent pacing on practiced texts.	Reads appropriate fiction and non-fiction texts at a rate of (101+ wcpm orally; 146+ silently) with fluent pacing on practiced texts	Reads appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 95-145 silently) with fluent pacing on practiced texts	Reads appropriate fiction and non-fiction texts at a rate of (60-69 wcpm orally) with some pacing evident on practiced texts	Reads appropriate fiction and non-fiction texts at a rate of (30-59 wcpm orally) with little evidence of pacing on practiced texts
Use of Strategies CR2.4(b) Select and use task-relevant before, during, and after strategies to construct meaning when reading.	<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>Simplisticly 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
Cues & Conventions CR2.4(c) Understand and apply the appropriate cues and conventions to construct and confirm meaning when reading.	Comprehensive understanding and skillful application of the appropriate cues and conventions to construct and confirm meaning when reading.	Appropriate understanding and application of the appropriate cues and conventions to construct and confirm meaning when reading.	Simplistic understanding and inconsistent application of cues and conventions to construct and confirm meaning when reading.	Vague understanding and ineffective application of cues and conventions to construct and confirm meaning when reading.



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	<p>Pragmatic</p> <ul style="list-style-type: none">Identifies and states reasons for reading <p>Textual</p> <ul style="list-style-type: none">Recognizes and uses different text forms, features and elements <p>Syntactic</p> <ul style="list-style-type: none">Recognizes and comprehends simple, compound, and complex sentences and their related punctuation including quotation marksUses knowledge of sentence structure to determine meaning of a sentence,Uses punctuation to help understand what they read <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none">Recognizes basic sight vocabularyUses context cluesUses knowledge of simple prefixes and suffixes and recognize the same words in different forms;Uses individual words to predict meaning of compound wordsRecognizes word play. <p>Phonological/Graphophonic</p> <ul style="list-style-type: none">Uses phonics to decode individual wordsSegments all sounds of a word into individual soundsDeletes beginning or ending sounds and tell the remaining wordDecodes individual words and sounds heard in multisyllabic wordsRecognizes features of words including possessives, double vowels, multi-syllabic wordsRecognizes long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, and double vowels. <p>Other Cues and Conventions</p> <ul style="list-style-type: none">Interprets and responds appropriately to non-verbal cues including facial expression and gesturesUses and interprets conventions of textsRecognizes and uses discernible features such as labels, headings, sounds, colours.
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