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.**	Reads, responds and shows comprehension by: • Discussing i**nferential** experiences and traditions from texts • Making **significant** connections • Identifying **complex** similarities and differences	Reads, responds and shows comprehension by: • Discussing experiences and traditions from texts • Making connections • Identifying similarities and differences	Reads, responds and shows comprehension by: • **Simplistically** discussing experiences and traditions from texts • Making **predictable** connections • Identifying **basic** similarities and differences	Reads, responds and shows comprehension by: • **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.	Reads and demonstrates **insightful** comprehension of: • 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	Reads and demonstrates comprehension of: • 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	Reads and demonstrates **basic** comprehension of: • 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	Reads And demonstrate **partial** comprehension of: • 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; 95-145 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.	**Purposefully** selects and uses task-relevant before, during, and after strategies to construct meaning when reading. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts **During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images	Selects and use task-relevant before, during, and after strategies to construct meaning when reading. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts **During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images	**Simplisticly** attempts to select and use task-relevant before, during, and after strategies to construct meaning when reading. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts **During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images	**Ineffectively or inappropriately attempts to** select and use task-relevant before, during, and after strategies to construct meaning when reading. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts **During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images

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	• 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 **After:** • 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	• Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions **After:** • 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	• Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions **After:** • 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	• Interprets visuals • Identifies key ideas and supports ideas • Self-questions, self-monitors, and self-corrects • Draw conclusions **After:** • 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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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.