

Reading Assessment in Grade Two

Category	Reading Benchmark	What it Looks Like	How it Can be Monitored
<p>Personal Perceptions, Attitudes, and Interests</p>	<p>Explores own and others' ideas and concepts</p>	<p>- talks about events in books, why characters do certain things, what certain words or ideas might mean, and how the new information fits with what s/he already knows ("I think funniest part is when they bring the gorilla baby home."; "Jamie likes the part where the principal is wearing the teachers dress. I think the ending is the best, when the kid goes outside to play."; "Sammy wants to read more about the Whangdoodles, but I don't believe in them, so I'm not interested.").</p>	<p>- anecdotal observations, conferencing</p>
	<p>Chooses appropriate text and explains preferences; begins to collect examples of preferred text</p>	<p>- can pick out "just right" books (ones that can be read independently) - can identify preferences for genres or authors (Robert Munsch, Arnold Lobel, Patricia Reilly Giff, Mary Pope Osborne; picture books, non-fiction, fantasy, etc.) - can state why s/he prefers certain authors or kinds of books ("I like Magic Tree House books – they have interesting information"; "I like these books about fairies because my friends and I play 'fairies'. "; "I don't like books that are about girl things – I want to read about robots!") - can identify some characteristics of preferred genres ("Non-fiction books can give you lots of information." "These kind of books tell a story but give you information, too"; "Junie B. Jones books are really funny!"; "All these books are about imaginary places.")</p>	<p>- reading logs, guided reading groups, DEAR time monitoring - conferencing, book talks, group discussions, anecdotal observations - conferencing, book talks, anecdotal observations</p>
	<p>Recognizes information being expressed in different ways</p>	<p>- can identify the same information about a topic in a variety of non-fiction books, as well as embedded in realistic fiction or poetry ("The part where the dolphins help them to shore in this Jack and Annie book could really happen. We read about dolphins helping people in the water in this other book, too." "The way this poem talks about the fish is just like the pictures we saw in this book.")</p>	<p>- anecdotal observations, conferencing, notes</p>
	<p>Begins to ask for and offer help according to needs</p>	<p>- helps other students with book selection by making suggestions and recommendations - asks for help with unfamiliar words and ideas</p>	<p>- anecdotal observations, journal</p>
	<p>Recognizes differences amongst a variety of forms and genres</p>	<p>- understands that different forms and genres present ideas in different ways; recognizes text elements that determine various genres (poetry, expository, narrative)("Here's a list of all the things that eagles eat. I think it's easier to get the information from a list than in a whole lot of writing."; "This is one of those add-on songs, like <u>The Green Grass</u> one – they're fun to sing cause you can learn</p>	<p>- conferencing, journal, anecdotal observations</p>

		the words really fast")	
Comprehension	<p>Begins to set a purpose for reading</p> <p>Asks questions to clarify connections and new understandings; begins to draw conclusions</p> <p>Makes connections between prior knowledge and new information and to questions asked</p> <p>Uses prior knowledge and textual cues to make and check predictions; begins to identify main ideas in information</p> <p>Begins to use questions and conversations to explore and extend understanding</p> <p>Uses titles, sequence/organization, sentence patterns, illustrations, headings, key words, and other text cues to construct and confirm meaning</p>	<p>- recognizes that there can be different reasons for reading; may choose to read to find information, for fun, or for interest ("I like reading Junie B. Jones books because they're funny"; "I want to know more about tarantulas, so I got this book from the library."; "This book has lots of good hockey pictures. I like looking at hockey.")</p> <p>- recognizes when information or connections are not clear and asks questions to help make sense of ideas ("This says that gerbils are nocturnal, like bats. Does that mean they sleep during the day?"; "Why are penguins birds if they don't fly, but bats aren't birds and they do fly?"). Can draw simple conclusions from information ("If the bear in the story is hibernating, it must be winter.").</p> <p>- uses prior knowledge to help understand new text ("Jack has to use the spacesuit to go on the moon because there's no air there to breathe. Only the earth has air. We read that in Science."; "The bat wants to sleep in the boot because it feels safe there. That's why they sleep in caves.")</p> <p>- connects what is known about the text and the topic to make predictions ("The boy in this story is learning to check his information, just like us! I'll bet he finds out that some is right, but some is wrong, just like we did."; "If Marvin was so mad at the bully at the beginning of the book, I bet he won't stop to help him now in case it's a trick."; "This is all about how different kinds of living things breathe. I think the big idea is that all living things need oxygen").</p> <p>- talks with others about ideas and information in text; asks others for ideas ("Do you really thinking kissing your elbow can turn you into a girl? Why would Marvin believe that?"; "If mould grows on food, does that mean it's really alive?")</p> <p>- uses what is known about text cues to help find information and build meaning ("The caption on this animal picture says it's a coatimundi. This thing that looks like a raccoon must be a coatimundi!"; "The heading of this list is 'food'. It will tell us what tree kangaroos eat."; "As soon as we get to the part where everything is absolutely still, the adventure will start.")</p>	<p>- guided reading group, DEAR time, anecdotal observations</p> <p>- small group discussions, DEAR time, anecdotal observations</p> <p>- anecdotal observations, guided reading groups, journals</p> <p>- guided reading groups, notes to track thinking, anecdotal observations</p> <p>- small group discussions, guided reading groups</p> <p>- conferencing, guided reading groups, anecdotal observations</p>

	Talks about what was learned to revise understanding of text based on new information	- is able to discuss new information and how that might change what was thought to be true at an earlier point ("I was sure that bears slept all through the winter, but this book says they sometimes wake up and go out and look for food"; "We thought that all birds could fly, but then Jake showed us that penguins are birds, so I guess that's not a fact."; "I thought Seamus was making things up about kinkajous, but then he showed them to us in a magazine.")	- conferencing
Processing Words and Other Text Features	Extends sight vocabulary on high-frequency words in context	- recognizes, in context, more familiar and common words (regularly occurring words such as like, come, but, because, said, etc.), words from themes (animals, the environment, solids, liquids, and gases, etc.), direction words (read, write, discuss, think, add, subtract, etc.), school words (writing, math, science, gym, etc.), names, and other common words	- guided reading groups, DEAR time, anecdotal observations
	Reads familiar and unfamiliar words in context	Is able to orally read familiar words by sight and use phonic rules, meaning, and sentence structure to decode unfamiliar words	- guided reading, DEAR time, anecdotal observations, running records
	Applies knowledge of word analysis to predict new meaning of words	- uses root words and simple affixes to figure out the meaning of new words ("This part is skeleton, and that's its bones, so exoskeleton must have something to do with its bones"; "Re means to do something again so re-sort must mean to sort them out again")	- anecdotal observations
	Asks and answers questions about new vocabulary	- asks questions to help confirm meaning of unfamiliar words, may look for examples of the word to consolidate meaning; answers others' questions about unfamiliar vocabulary ("If air is a gas, does that mean wind is a gas, too?"; "If nonliving means not alive, is it the same as dead?")	- guided reading, DEAR time, anecdotal observations
	Identifies initial, medial, and final consonants in context; begins to use consonant blends, digraphs, and diphthongs to decode unfamiliar words in context	- matches sound to single letters and letter combinations to "sound out" phonetically regular unfamiliar words in texts	- guided reading group, informal assessment inventory, running record
	Identifies text elements and techniques used to emphasize text and uses them to construct and confirm meaning	- notices things such as charts, maps, and diagrams in expository text; setting, characters, and sequences in narrative text; and rhyme, repetition onomatopoeia, alliteration, similes, and/or personification in poetry. Talks about how these elements are used to enhance or emphasize information or ideas ("Here are three places labeled on this map. These must be the three most important places they went."; "I like the way Dennis Lee makes 'Alligator Pie' sound like a cheer, to show how much he likes it."; "Robert Munsch	- conferencing

	Reads both familiar and unfamiliar text	always has funny print in his books, to show the important parts.”) - chooses familiar and new text to read for pleasure and for information	- reading log
Fluency	Reads familiar and new text with fluency Reads for meaning; monitors and self-corrects Attends to end punctuation, word boundaries, and capitalization when reading aloud	- reads familiar and new text at between 70 – 100 correct words per minute, with good phrasing and expression. - goes back and rereads and self-corrects when miscues cause meaning to falter or when syntax does not agree - stops at end of sentences, uses inflection to indicate questions and exclamations, pays attention to names and word combinations (matching oral pronunciations with written form, such as youeffoh with UFO and noddit with not-it)	- guided reading group, running records, informal reading inventories - guided reading group - guided reading group, running record, informal reading inventory
Metacognition and Reading Strategies	Identifies personal behaviours that contribute to group success Talks about how making connections, asking questions, and making predictions have deepened understanding of text Asks for and responds to feedback Talks about how an author expresses his voice through techniques of style	- considers what s/he does that helps the group work well together (whole class or small group); talks about things such as paying attention, completing work, working quietly, helping others, etc. (“When I pay attention and listen to the directions, I get my work done faster.”; “We need to talk in whispers so that everyone can concentrate.”; “If our group shares the markers and scissors, we can all finish our work before recess.”) - can explain how using certain comprehension strategies have helped understanding of text, ideas, and information (“When I think about how I felt when my dog died, I knew how Martin must be feeling and why he acted that way”; “I didn’t get the part about why it was weird that they were called tree kangaroos, so I asked Billy and he helped me understand it’s because kangaroos jump on the ground, not in trees”; “I was sure that there was going to be a feast in the story when they kept talking about making so much food, and I was right!”) - shares writing and representations with peers and asks for ideas or opinions; gives ideas and opinions to peers when asked; answers questions (“Do you like my picture?”; “What do you think the mom should say when she sees the alligator in the bathtub?”; “I like the way you use that funny printing to show the bully is scared of spiders!”; “That picture really shows how deep the mines are. It helps me understand better, so I used it for other people to understand better, too.”) - gives examples of how particular styles are associated with particular authors, such as Barbara Reid’s plasticine pictures, Robert Munsch’s varying type size, Dr. Seuss’ rhyme schemes,	- conferencing, guided response or journal activities - conferencing - anecdotal observations, conferencing - small group discussion, guided reading group

	<p>Identifies words that create sounds, images, or rhythm, and talks about how the author expresses his voice through word choice</p> <p>Talks about how making connections, asking questions, and making predictions have deepened understanding of text</p>	<p>Kevin Henkes' characters, and Eric Carle's collage illustrations</p> <p>- picks out words and phrases that give tone and voice to a piece of writing ("I like the way Dr. Seuss uses the same set of words in <u>Green Eggs and Ham</u>. It makes it fun to read."; "When the kids in Robert Munsch books talk, they sound like real kids."; "I like the way Junie B. talks. I can always tell it's a Junie B. book when she talks!"); talks about how an author can use words to make the characters seem real, or the tone of the piece sound like someone is really telling the story.</p> <p>- Is able to talk about how using certain comprehension strategies have helped comprehension ("I thought about how I felt when my brothers teased me and I could understand how Oliver Button felt"; "I didn't figure out that they lived at an airport, so I kept watching for clues and asking questions about what I was reading"; "I kept predicting that the rabbit would come to life because the boy would really love him, then when they threw him out I was sad, but then in the end I was right!")</p>	<p>- small group discussion, anecdotal observations</p> <p>- guided reading group, conferencing</p>
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