

Grade 2 Fall and Spring	Emergent	Beginning	Developing	Well-developed
Determining Importance Note-Making Fall & Spring	<ul style="list-style-type: none"> picture and written responses do not identify main ideas; may expand upon loosely related details; needs support to attempt questions or tasks; work is incomplete; may be inaccurate or vague even with help may identify topic recalls a few details needs ongoing, intensive support to record information 	<ul style="list-style-type: none"> picture and written responses accurately identify some main ideas and details; parts may be inaccurate or incomplete identifies the topic ; may require support to recall details may provide a few accurate details; may invent some records some accurate information; often unsorted 	<ul style="list-style-type: none"> picture and written response are generally accurate and complete; identifies most main ideas with some organization; parts may be vague, unclear accurately identifies most main ideas; may copy words from the text includes some detail in answers and explanations records some accurate information using categories teacher provides; tries some sorting with prompts - may not be accurate 	<ul style="list-style-type: none"> categorizes picture and written response accurately; able to restate most or all main ideas in own words; response is accurate, clear and complete accurately restates most or all details in own words uses relevant details in answers and explanations organizes information into logical categories with some support (often able to create own categories)
Making connections Fall & Spring (oral questions)	<ul style="list-style-type: none"> unable to make connections to other information and experiences; little prior knowledge to draw on misinterprets literal information 	<ul style="list-style-type: none"> with teacher support, makes simple, concrete connections to other information and experiences makes a few inferences 	<ul style="list-style-type: none"> makes some concrete connections to other information and experiences when asked makes some inferences 	<ul style="list-style-type: none"> makes several connections to other information and experiences, often spontaneously makes inferences
Inferring Fall & Spring (may reveal at any time orally or in writing))	<ul style="list-style-type: none"> unable to offer predictions, often guesses or is illogical 	<ul style="list-style-type: none"> offers basic predictions (with/without prompting) which may/may not make complete sense; with prompts, uses prior knowledge and picture clues to make simple, obvious predictions 	<ul style="list-style-type: none"> offers predictions that makes sense; uses prior knowledge and picture clues to make obvious predictions 	<ul style="list-style-type: none"> offers logical or insightful predictions using prior knowledge and picture clues
Predicting Fall & Spring (may reveal at any time orally or in writing))	<ul style="list-style-type: none"> unable to create questions 	<ul style="list-style-type: none"> writes or asks basic questions 	<ul style="list-style-type: none"> writes or asks questions stemming from curiosity 	<ul style="list-style-type: none"> brimming with thoughtful, self- motivating questions
Questioning Fall & Spring	<ul style="list-style-type: none"> uncomfortable reading orally; reads words rather than sentences; may lose place; halting 	<ul style="list-style-type: none"> reads slowly, with little expression; often stops to self-correct or get help; careful 	<ul style="list-style-type: none"> confident in most oral reading activities; beginning to add expression 	<ul style="list-style-type: none"> oral reading is fluent, confident and expressive
Fluency Fall & Spring (during conference)	<ul style="list-style-type: none"> may give up on unfamiliar words; may try to use phonics; often waits to be given a word or strategy recognizes some common sight words 	<ul style="list-style-type: none"> uses strategies if prompted; relies on phonics to figure out new words; if given support can use word structure and context clues recognizes common sight words 	<ul style="list-style-type: none"> uses various strategies to figure out words; combines phonics, word structure and context clues; usually successful with simple words recognizes increasing variety of sight words 	<ul style="list-style-type: none"> independently figures out unfamiliar words, successfully combines phonics, word structure and context clues recognizes a wide range of sight words
Decoding Strategies Fall & Spring (during conference)	<ul style="list-style-type: none"> limited understanding; may be unable to identify problems or self-correct; often needs intensive sustained support; needs support for understanding unable to locate information unable to distinguish between fact and fiction may attempt to recall or guess rather than reread for details 	<ul style="list-style-type: none"> demonstrates understanding; recognizes problems; has difficulty adjusting strategies; looks for support with new selections; recognizes they do not understand frequently guesses rather than rereading beginning to distinguish between fact and fiction rereads to find details; may be inefficient or inaccurate 	<ul style="list-style-type: none"> checks for understanding; adjusts strategies; checks to make sure the selection is making sense; may need prompting rereads generally distinguishes between fact and fiction rereads and skims for details 	<ul style="list-style-type: none"> evaluates own understanding ; checks to make sure the selection is making sense independently rereads distinguishes between fact and fiction; may question the information rereads and skims for details; efficient
Making Meaning Strategies (metacognition/awareness of reading thinking) Fall & Spring (during conference)	<ul style="list-style-type: none"> does not use text features to make sense of article 	<ul style="list-style-type: none"> uses simple text features with prompts 	<ul style="list-style-type: none"> uses text features to make sense of article/to locate specific information; may need prompting 	<ul style="list-style-type: none"> identifies and uses text features to make sense of article/to locate specific information
Text Features Fall & Spring (oral responses)				

•Collated by Jodee Sayle and Sandra Huggett (SD 57, June 2012) from the work of SD 7 and Quick Scale: Grade 2 Reading For Information