

Grade 2 Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: Student requires ongoing support. The student demonstrates a beginning understanding of the concepts and competencies relevant to the expected learning. <i>“I don’t get it yet, but I’m trying; I am just getting started and learn best with help”</i>	Developing: Student may require some support. The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. <i>“I’m starting to get it; I get some of it; I am beginning to do more on my own”</i>	Proficient: Student works independently. The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning. <i>“I get it; I can do it on my own”</i>
Snapshot	Student is attempting to access basic/beginning texts (fiction and non-fiction)	Student is reading marginally below grade-level, ‘just-right’ texts (fiction and non-fiction)	Student is reading a variety of grade-level texts (fiction and non-fiction)
Skills/Strategies			
Text Features: Book, chapter, page, author, title, illustrator, web page, website, search box, pictures, headings, table of contents, diagrams	<ul style="list-style-type: none"> I can attempt to identify how text and visuals are displayed I can attempt to use text features to support my reading 	<ul style="list-style-type: none"> I can sometimes identify how text and visuals are displayed I can use sometime use text features to support my reading 	<ul style="list-style-type: none"> I can identify how text and visuals are displayed I can use text features to support my reading
Phonics/Word solving: Word Patterns / word families	<ul style="list-style-type: none"> I can attempt to distinguish between hard and soft sounds of ‘c’ and ‘g’ I can attempt to recognize the relationship and overlap between graphemes and phonemes in words I can attempt to decode the schwa sound in unstressed syllables I can attempt to decode graphemes in words I can attempt to decode silent consonants in words I can attempt to decode words with suffixes or prefixes I can attempt to decode trigraphs I can attempt to read words with comparative endings when decoding I can attempt to apply knowledge of phonics patterns to decode words I can attempt to recognize a prefix and attempt to understand how it changes meaning I can attempt to understand possessive endings I can attempt to identify the meaning of a base word I can attempt to apply some phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities I can attempt to memorize an irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used 	<ul style="list-style-type: none"> I can sometimes differentiate between hard and soft sounds of ‘c’ and ‘g’ I can sometimes recognize the relationship and overlap between graphemes and phonemes in words I can sometimes decode the schwa sound in unstressed syllables I can decode graphemes in less complex words I can sometimes decode silent consonants in words I can sometimes decode words with suffixes and prefixes I can sometimes decode trigraphs I can sometimes read words with comparative endings when decoding I can apply knowledge of phonics patterns to decode some multisyllabic words I can recognize some prefixes and may understand how they change meaning I can sometimes understand possessive endings I can identify the meaning of some base words I can apply some developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode some words with irregularities I can memorize some irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used 	<ul style="list-style-type: none"> I can differentiate between hard and soft sounds of ‘c’ and ‘g’ I can recognize the relationship and overlap between graphemes and phonemes in words with more complex and less common spellings I can decode the schwa sound in unstressed syllables I can decode advanced graphemes I can decode silent consonants in words I can decode words with suffixes and prefixes I can decode trigraphs I can read words with comparative endings when decoding I can apply knowledge of phonics patterns to decode multisyllabic words (2-3 syllables) I can recognize more complex prefixes and understand how they change meaning I can understand possessive endings I can identify the meaning of base words I can apply developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities I can memorize irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used
Reading Fluency - Phrasing/expression - Accuracy - Pacing	<ul style="list-style-type: none"> I can attempt to read texts fluently to support comprehension I can attempt to read with minimal pacing or expression; extended pauses, sounds choppy or hesitant I can attempt to recognize taught irregular words I can attempt to reread words that are newly decoded to gain reading fluency I can attempt to use punctuation to guide pace of reading 	<ul style="list-style-type: none"> I can sometimes read texts fluently with some pauses to segment and blend to support comprehension I can read in short phrases with some pacing or expression. I may have “rough spots” with some pauses, hesitation, sound outs, etc. I can recognize some taught irregular words I can reread some words that are newly decoded to improve word reading fluency I can sometimes use punctuation to guide pace of reading 	<ul style="list-style-type: none"> I can read a variety of texts fluently with some pauses to segment and blend to support comprehension I can read with consistent/steady pacing and expression that is appropriate for text I can recognize taught irregular words I can reread words that are newly decoded to improve word reading fluency I can use punctuation to guide pace of reading
Self-Monitoring -MSV 3 cueing systems: meaning, structure, visual (sound-symbol association)	<ul style="list-style-type: none"> I can attempt to self-monitor (<i>Does it look right? Sound right? Make sense?</i>) I can attempt to self-correct using the 3 cueing systems I can attempt to reread to when necessary 	<ul style="list-style-type: none"> I can sometimes self-monitor (<i>Does it look right? Sound right? Make sense?</i>) I can sometimes self-correct using the 3 cueing systems I can sometimes reread when necessary 	<ul style="list-style-type: none"> I can self-monitor consistently (<i>Does it look right? Sound right? Make sense?</i>) I can self-correct my reading using the 3 cueing system I can reread when necessary
Comprehend & Connect	<i>Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, using pictures and patterns) and information from my own experiences, memory and prior knowledge.</i>		
Using Prior Knowledge	<ul style="list-style-type: none"> I can attempt to use prior knowledge and personal experience to make connections to oneself, other texts, or the world 	<ul style="list-style-type: none"> I can use some prior knowledge and personal experience to make basic connections to oneself, other texts, or the world 	<ul style="list-style-type: none"> I can use prior knowledge and personal experience to make connections to oneself, other texts, and/or the world
Predicting	<ul style="list-style-type: none"> I can attempt to make a prediction based on evidence from the text 	<ul style="list-style-type: none"> I can make some basic predictions based on evidence from the text, including text features, visuals, elements of the story and prior knowledge 	<ul style="list-style-type: none"> I can make detailed predictions based on evidence from the text, including text features, visuals, elements of the story and prior knowledge
Connecting	<ul style="list-style-type: none"> I can attempt to make connections between a text and my own experiences or ideas 	<ul style="list-style-type: none"> I can sometimes make basic connections between a text and my own experiences and ideas 	<ul style="list-style-type: none"> I can make connections between a text and my own experiences and ideas

Extending: Student works independently and goes deeper. The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. <i>“I go beyond what is expected of me; I deeply get it; I can teach others”</i>
Student is reading at or beyond grade-level text with sophisticated comprehension. (fiction and non-fiction)
<ul style="list-style-type: none"> I can identify how text and visuals work together to create deeper meaning I can use text features to deepen my understanding of text
<ul style="list-style-type: none"> I can decode the schwa sound in more complex words I can decode advanced graphemes in more complex words I can decode silent consonants in more complex words I can decode more complex words with suffixes and prefixes I can decode trigraphs in more complex words I can read comparative endings when decoding more complex words I can apply sophisticated knowledge of phonics patterns to decode more complex words I can identify the meaning of more complex base words
<ul style="list-style-type: none"> I can read a variety of sophisticated texts fluently to support comprehension I can adjust my pace and expression for different purposes I can recognize unfamiliar irregular words I can use more complex punctuation to guide pace of reading
<ul style="list-style-type: none"> I can consistently and accurately self-monitor (<i>Does it look right? Sound right? Make sense?</i>) I can self-correct my reading using 3 cueing system with more complex text I can reread to deepen meaning
<ul style="list-style-type: none"> I can use prior knowledge and personal experience to make sophisticated connections to oneself, other texts, and/or the world
<ul style="list-style-type: none"> I can make sophisticated, detailed predictions based on evidence from the text, including text features, visuals, elements of the story and prior knowledge
<ul style="list-style-type: none"> I can make sophisticated connections between a text and my own experiences and ideas

Questioning	<ul style="list-style-type: none"> I can attempt to ask questions based on information presented in the text, or character's feelings/motivations (<i>what if, how, why?</i>) 	<ul style="list-style-type: none"> I can sometimes ask questions based on information presented in the text, or character's feelings/motivations (<i>what if, how, why?</i>) 	<ul style="list-style-type: none"> I can ask questions based on information presented in the text, and/or character's feelings/motivations (<i>what if, how, why?</i>)
Inferring	<ul style="list-style-type: none"> I can attempt to use clues from the text to make simple inferences 	<ul style="list-style-type: none"> I can use some clues from the text to make simple inferences 	<ul style="list-style-type: none"> I can use clues from the text to make simple inferences
Summarizing (locating details) and Retelling	<ul style="list-style-type: none"> I can attempt to retell some story events I can attempt to locate a supporting detail I can attempt to summarize a main point or idea 	<ul style="list-style-type: none"> I can retell some key events in sequence; may use my own words I can sometimes locate a few supporting details I can summarize some main points/ideas 	<ul style="list-style-type: none"> I can retell key events in sequence in my own words I can locate a few supporting details I can summarize the main points/ideas
Story Elements: character, plot, setting, structure (beginning, middle, end), and dialogue Literary Devices: images, color, language, poetic language, figurative language, sound play	<ul style="list-style-type: none"> I can attempt to identify the main character I can attempt to identify the setting I can attempt to identify dialogue in text I can attempt to recognize and understand literary devices in text 	<ul style="list-style-type: none"> I can sometimes identify the main character I can sometimes identify the setting I can sometimes identify dialogue in text I can recognize and understand some literary devices in text 	<ul style="list-style-type: none"> I can identify the main character I can identify the setting I can identify dialogue in text I can recognize and understand literary devices in text
Interpreting	<ul style="list-style-type: none"> I can attempt to use the text to understand human nature, motivation, or experience I can attempt to use the text to gain a sense of identity (personal/family/community) I can attempt to draw a conclusion based on information presented in the text or character's feelings/motivations 	<ul style="list-style-type: none"> I can sometimes use the text to understand human nature, motivation, and experience I can sometimes use the text to gain a sense of identity (personal/family/community) I can sometimes draw conclusions based on information presented in the text or character's feelings/motivations 	<ul style="list-style-type: none"> I can use the text to understand human nature, motivation, and experience I can use the text to strengthen a sense of identity (personal/family/community) I can draw conclusions based on information presented in the text and/or character's feelings/motivations
Ideas and Opinions	<ul style="list-style-type: none"> I can attempt to offer an idea 	<ul style="list-style-type: none"> I can offer some ideas related to the topic 	<ul style="list-style-type: none"> I can offer ideas related to the topic
Metacognition goal-setting, questioning, reflecting, self-evaluating	<ul style="list-style-type: none"> I can attempt to show awareness of myself as a reader through reflecting, questioning, goal setting, self-evaluating 	<ul style="list-style-type: none"> I can sometimes show awareness of myself as a reader through reflecting, questioning, goal setting, self-evaluating 	<ul style="list-style-type: none"> I can show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating

<ul style="list-style-type: none"> I can ask sophisticated questions based on information presented in the text, and/or character's feelings/motivations
<ul style="list-style-type: none"> I can use clues from the text to make sophisticated inferences
<ul style="list-style-type: none"> I can offer a sophisticated retelling of sequenced events I can identify many supporting details I can give a sophisticated summary of the main points/ideas
<ul style="list-style-type: none"> I can identify the characters; main, primary, secondary I can consistently identify/describe the setting details in various stories I can identify various forms of dialogue in text I can demonstrate a sophisticated understanding of literary devices in text
<ul style="list-style-type: none"> I can use the text to develop a sophisticated understanding of human nature, motivation, and experience I can use the text to strengthen a sophisticated sense of identity (personal/family/community) I can draw sophisticated conclusions based on information presented in the text and/or character's feelings/motivations
<ul style="list-style-type: none"> I can offer sophisticated ideas related to the topic.
<ul style="list-style-type: none"> I can show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating