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 don't get it yet, but I'm trying; I am just getting started and learn best with help"*	**Developing:** Student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. *"I'm starting to get it; I get some of it; I am beginning to do more on my own"*	**Proficient:** Student works independently. The student demonstrates a **solid** understanding of the concepts and competencies relevant to the expected learning. *"I get it; I can do it on my own"*	**Extending:** Student works independently and goes deeper. The student demonstrates a **sophisticated** understanding of the concepts and competencies relevant to the expected learning.*"I go beyond what is expected of me; I deeply get it; I can teach others"*
Snapshot	**Student is attempting to access basic/beginning texts (fiction and non-fiction)**	**Student is reading marginally below grade-level, but reads 'just-right' texts (fiction and non-fiction) with partial understanding.**	**Student is reading a variety of grade-level texts (fiction and non-fiction) with solid understanding.**	**Student is reading at or beyond grade-level text with sophisticated comprehension (fiction and non-fiction).**
Skills/Strategies	**I can…**	**I can …**	**I can…**	**I can…**
Text Features: Book, chapter, page, author, title, illustrator, web page, website, search box, pictures, headings, table of contents, diagrams	• attempt to identify how text and visuals are displayed • attempt to use text features to support my reading	• sometimes identify how text and visuals are displayed • use sometime use text features to support my reading	• identify how text and visuals are displayed • use text features to support my reading	• identify how text and visuals work together to create deeper meaning • use text features to deepen my understanding of text
Phonics/Word solving: Word Patterns / word families	• attempt to distinguish between hard and soft sounds of 'c' and 'g' • attempt to recognize the relationship and overlap between graphemes and phonemes in words • attempt to decode the schwa sound in unstressed syllables • attempt to decode graphemes in words • attempt to decode silent consonants in words • attempt to decode words with suffixes or prefixes • attempt to decode trigraphs • attempt to read words with comparative endings when decoding • attempt to apply knowledge of phonics patterns to decode words • attempt to recognize a prefix and attempt to understand how it changes meaning • attempt to understand possessive endings • attempt to identify the meaning of a base word • attempt to apply some phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities • 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	• sometimes differentiate between hard and soft sounds of 'c' and 'g' • sometimes recognize the relationship and overlap between graphemes and phonemes in words • sometimes decode the schwa sound in unstressed syllables • decode graphemes in less complex words • sometimes decode silent consonants in words • sometimes decode words with suffixes and prefixes • sometimes decode trigraphs • sometimes read words with comparative endings when decoding • apply knowledge of phonics patterns to decode some multisyllabic words • recognize some prefixes and may understand how they change meaning • sometimes understand possessive endings • identify the meaning of some base words • apply some developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode some words with irregularities • memorize some irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• differentiate between hard and soft sounds of 'c' and 'g' • recognize the relationship and overlap between graphemes and phonemes in words with more complex and less common spellings • decode the schwa sound in unstressed syllables • decode advanced graphemes • decode silent consonants in words • decode words with suffixes and prefixes • decode trigraphs • read words with comparative endings when decoding • apply knowledge of phonics patterns to decode multisyllabic words (2-3 syllables) • recognize more complex prefixes and understand how they change meaning • understand possessive endings • identify the meaning of base words • apply developing phonological, grapheme-phoneme (letter-sound) correspondence, orthographic and morphological knowledge to decode words with irregularities • memorize irregular grapheme-phoneme correspondence, instead of memorizing words as a whole unit, where phonological, orthographic, and morphological information cannot be used	• decode the schwa sound in more complex words • decode advanced graphemes in more complex words • decode silent consonants in more complex words • decode more complex words with suffixes and prefixes • decode trigraphs in more complex words • read comparative endings when decoding more complex words • apply sophisticated knowledge of phonics patterns to decode more complex words • identify the meaning of more complex base words
Reading Fluency - Phrasing/expression - Accuracy - Pacing	• attempt to read texts fluently to support comprehension • attempt to read with minimal pacing or expression; extended pauses, sounds choppy or hesitant • attempt to recognize taught irregular words • attempt to reread words that are newly decoded to gain reading fluency • attempt to use punctuation to guide pace of reading	• sometimes read texts fluently with some pauses to segment and blend to support comprehension • read in short phrases with some pacing or expression. I may have "rough spots" with some pauses, hesitation, sound outs, etc. • recognize some taught irregular words • reread some words that are newly decoded to improve word reading fluency • sometimes use punctuation to guide pace of reading	• read a variety of texts fluently with some pauses to segment and blend to support comprehension • read with consistent/steady pacing and expression that is appropriate for text • recognize taught irregular words • reread words that are newly decoded to improve word reading fluency • use punctuation to guide pace of reading	• read a variety of sophisticated texts fluently to support comprehension • adjust my pace and expression for different purposes • recognize unfamiliar irregular words • use more complex punctuation to guide pace of reading
Self-Monitoring -MSV 3 cueing systems: meaning, structure, visual (sound-symbol association)	• attempt to self-monitor *(Does it look right? Sound right? Make sense?)* • attempt to self-correct using the 3 cueing systems • attempt to reread to when necessary	• sometimes self-monitor *(Does it look right? Sound right? Make sense?)* • sometimes self-correct using the 3 cueing systems • sometimes reread when necessary	• self-monitor consistently *(Does it look right? Sound right? Make sense?)* • self-correct my reading using the 3 cueing system • reread when necessary	• consistently and accurately self-monitor *(Does it look right? Sound right? Make sense?)* • self-correct my reading using 3 cueing system with more complex text • reread to deepen meaning
Comprehend & Connect	***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.***			
Using Prior Knowledge	• attempt to use prior knowledge and personal experience to make connections to oneself, other texts, or the world	• use some prior knowledge and personal experience to make basic connections to oneself, other texts, or the world	• use prior knowledge and personal experience to make connections to oneself, other texts, and/or the world	• use prior knowledge and personal experience to make sophisticated connections to oneself, other texts, and/or the world
Predicting	• attempt to make a prediction based on evidence from the text	• make some basic predictions based on evidence from the text, including text features, visuals, elements of the story and prior knowledge	• make detailed predictions based on evidence from the text, including text features, visuals, elements of the story and prior knowledge	• make sophisticated, detailed predictions based on evidence from the text, including text features, visuals, elements of the story and prior knowledge
Connecting	• attempt to make connections between a text and my own experiences or ideas	• sometimes make basic connections between a text and my own experiences and ideas	• make connections between a text and my own experiences and ideas	• make sophisticated connections between a text and my own experiences and ideas

Questioning	• attempt to ask questions based on information presented in the text, or character's feelings/motivations *(what if, how, why?)*	• sometimes ask questions based on information presented in the text, or character's feelings/motivations *(what if, how, why?)*	• ask questions based on information presented in the text, and/or character's feelings/motivations *(what if, how, why?)*	• ask sophisticated questions based on information presented in the text, and/or character's feelings/motivations
Inferring	• attempt to use clues from the text to make simple inferences	• use some clues from the text to make simple inferences	• use clues from the text to make simple inferences	• use clues from the text to make sophisticated inferences
Summarizing (locating details) and Retelling	• attempt to retell some story events • attempt to locate a supporting detail • attempt to summarize a main point or idea	• retell some key events in sequence; may use my own words • sometimes locate a few supporting details • summarize some main points/ideas	• retell key events in sequence in my own words • locate a few supporting details • summarize the main points/ideas	• offer a sophisticated retelling of sequenced events • identify many supporting details • give a sophisticated summary of 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	• attempt to identify the main character • attempt to identify the setting • attempt to identify dialogue in text • attempt to recognize and understand literary devices in text	• sometimes identify the main character • sometimes identify the setting • sometimes identify dialogue in text • recognize and understand some literary devices in text	• identify the main character • identify the setting • identify dialogue in text • recognize and understand literary devices in text	• identify the characters; main, primary, secondary • consistently identify/describe the setting details in various stories • identify various forms of dialogue in text • demonstrate a sophisticated understanding of literary devices in text
Interpreting	• attempt to use the text to understand human nature, motivation, or experience • attempt to use the text to gain a sense of identity (personal/family/community) • attempt to draw a conclusion based on information presented in the text or character's feelings/motivations	• sometimes use the text to understand human nature, motivation, and experience • sometimes use the text to gain a sense of identity (personal/family/community) • sometimes draw conclusions based on information presented in the text or character's feelings/motivations	• use the text to understand human nature, motivation, and experience • use the text to strengthen a sense of identity (personal/family/community) • draw conclusions based on information presented in the text and/or character's feelings/motivations	• use the text to develop a sophisticated understanding of human nature, motivation, and experience • use the text to strengthen a sophisticated sense of identity (personal/family/community) • draw sophisticated conclusions based on information presented in the text and/or character's feelings/motivations
Ideas and Opinions	• attempt to offer an idea	• offer some ideas related to the topic	• offer ideas related to the topic	• offer sophisticated ideas related to the topic.
Metacognition goal-setting, questioning, reflecting, self-evaluating	• attempt to show awareness of myself as a reader through reflecting, questioning, goal setting, self-evaluating	• sometimes show awareness of myself as a reader through reflecting, questioning, goal setting, self-evaluating	• show a developing awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating	• show a sophisticated awareness of myself as a reader through reflecting, questioning, goal setting and self-evaluating