

Second Grade Reading

PROCESS

PRODUCT/INDICATORS

EVALUATION

BUILDING BACKGROUND

(1)  
reads silently daily

makes a personal selection of a variety of reading materials for pleasure and information; reads student-written materials, reads published materials, including trade books

teacher plans, individual reading lists or charts, observation, shared reactions to reading

(2)  
is read to daily

NM does not read silently or aloud daily  
PM occasionally reads silently or aloud daily  
M consistently reads silently or aloud daily

teacher plans, observation

(3)  
states what is already known about content (prior knowledge)

NM is not read to daily  
PM is read to daily, but does not attend  
M is read to daily, attends appropriately

written or oral statement

(4)  
predicts content

NM does not state prior knowledge  
PM occasionally states prior knowledge  
M consistently states prior knowledge

written or oral statement

NM does not predict content  
PM occasionally predicts content  
M consistently predicts content

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EVALUATION

(5)

states purpose or goal for reading

from title, pictures, skimming activity

written or oral statement

- NM does not state purpose for reading
- PM occasionally states purpose or goal for reading
- M consistently states purpose or goal for reading

COMPREHENDING

(6)

uses the relationship between letters and sounds as a strategy to promote fluent reading

oral reading that shows fluency and understanding  
Presenting (below)

- NM does not use relationships between letter and sounds as a strategy
- PM occasionally uses relationships to read fluently
- M consistently uses relationships to read fluently

(7)

uses knowledge of useful familiar words

oral reading that shows fluency and understanding

- NM does not use knowledge of familiar words to read fluently
- PM occasionally uses knowledge of familiar words
- M consistently uses knowledge of familiar words

(8)

uses strategies to understand unfamiliar words

analogy to familiar words, context

oral reading that shows fluency and understanding,  
Presenting (below)

- NM does not use strategies to understand unfamiliar words
- PM occasionally uses strategies to understand unfamiliar words
- M consistently uses strategies to understand unfamiliar words

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PROCESS

(9)

uses strategies to self-correct when necessary

PRODUCT/INDICATORS

checks understanding against predictions; rereads; uses context (including pictures); asks for help

EVALUATION

oral reading that shows fluency and understanding Presenting (below)

- NM does not use strategies to self-correct when necessary
- PM occasionally uses strategies to self-correct when necessary
- NM consistently uses strategies to self-correct when necessary

PRESENTING

(10)

locates words or sentences to answer questions

correct response

- NM does not locate words or sentences to answer questions
- PM occasionally locates words or sentences to answer questions
- M consistently locates words or sentences to answer questions

(11)

puts events/items into sequence

correct response

- NM does not put events/items in sequence
- PM occasionally puts events/items in sequence
- M consistently puts events/items into sequences

(12)

reads and demonstrates comprehension of a personal experience narrative

material appropriate to pupil or grade level, biographical or autobiographical selection

observation, reading records, shared reactions

- NM does not read or demonstrate comprehension
- PM demonstrates partial comprehension
- M demonstrates complete comprehension

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EVALUATION

(13)

reads and demonstrates comprehension of a story

material appropriate to pupil or grade level

observation, reading records, shared reactions

- NM does not read or demonstrate comprehension
- PM demonstrates partial comprehension
- M demonstrates complete comprehension

(14)

reads and demonstrates comprehension of a form of communication

material appropriate to pupil or grade level: letter, invitation, thank-you note, message, notice, announcement, instructions, journal

observation, reading records, shared reactions

- NM does not read or demonstrate comprehension
- PM demonstrates partial comprehension
- M demonstrates complete comprehension

(15)

reads and demonstrates comprehension of a poem

material appropriate to pupil or grade level

observation, reading records, shared reactions

- NM does not read or demonstrate comprehension
- PM demonstrates partial comprehension
- M demonstrates complete comprehension

(16)

reads and demonstrates comprehension of an informative report

material appropriate to pupil or grade level

observation, reading records, shared reactions

- NM does not read or demonstrate comprehension
- PM demonstrates partial comprehension
- M demonstrates complete comprehension

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EVALUATION

LITERATURE STUDIES

PLOT:

Mastery of plot is demonstrated when a student can accurately relate the main events of a story's action, including naming the main character(s) and the main conflict and resolution.

- NM does not accurately relate main events, conflict, or characters
- PM occasionally relates main events, conflict and characters
- M consistently relates main ideas, conflict and characters

CHARACTER:

A student demonstrates an understanding of character when he/she can discuss the role of the protagonist(s) and antagonist(s) and their importance to the plot.

- NM does not demonstrate an understanding of character
- PM partially demonstrates an understanding of character
- M fully demonstrates an understanding of character

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SETTING:

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EVALUATION

An understanding of setting is demonstrated by the ability to identify the time, and describe the physical layout and conditions of the area in which the story occurs.

- NM does not demonstrate the ability to identify the time, or describe the physical conditions of the area in which a story occurs.
- PM occasionally demonstrates the ability to identify the time, or describe the physical conditions of the area in which a story occurs.
- M consistently demonstrates the ability to identify the time, or describe the physical conditions of the area in which a story occurs.

PROBLEM:

A student can be said to understand problem when she/he can identify the specific instances of conflict within literature studies books and/or when the student begins including and identifying problems in their personal writing.

- NM does not identify the specific instances of conflict within the book and/or does not include and identify problems in their own writing
- PM occasionally identifies the specific instances of conflict within the book and/or does not include and identify problems in their own writing
- M consistently identifies the specific instances of conflict within the book and/or does not include and identify problems in their own writing

PROCESS  
SOLUTION:

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EVALUATION

A solution in the context of a story is the resolution of a problem. Understanding of this element can be demonstrated by the ability to, orally or in writing, identify the resolution of a problem, either in a literature studies book, or in their own writing. Additionally, when given a hypothetical problem, a student should be able to discuss one or more possible solutions.

- NM does not identify the resolution of a problem
- PM occasionally identifies the resolution of a problem or is able to do so only in limited situations
- M consistently identifies the resolution of a problem in a variety of circumstances

SEQUENCING:

Sequencing is the order in which a story occurs. A student can be said to have mastered this element when he/she can accurately describe the time sequence of a story he/she has read.

- NM does not accurately describe the time sequence of a story
- PM occasionally describes the time sequence with a few errors
- M consistently describes the time sequence with minimal errors

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EVALUATION

CAUSE/EFFECT:

An understanding of cause and effect is shown when a student can discuss logical consequences of a character's actions. Additionally, students should be able to theorize how a story's plot might have changed if another course of action had been chosen.

- NM does not discuss logical consequences of a characters actions or theorize how a story's plot might have changed if another course of action had been chosen
- PM occasionally discusses logical consequences of a characters actions or theorize how a story's plot might have changed if another course of action had been chosen
- NM consistently discusses logical consequences of a characters actions or theorize how a story's plot might have changed if another course of action had been chosen