



English Language Arts Grade2

Comprehend and Respond

Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR2.2 View I can explain the ideas and details in texts I view. I can support what I say. I can also tell how special effects such as:	Comprehension (I understand and recall what I watch, and can express my view of it with support.)	<ul style="list-style-type: none"> I can view and identify, with help, a few of the key literal ideas, messages and important details from the text. I can identify, with help, some elements (color, layout, medium, special fonts) in fictional and informational text. 	<ul style="list-style-type: none"> I can view and explain, with prompting, some of the key literal ideas, messages and important details from the text. I can explain how some elements (color, layout, medium, special fonts) enhance and add meaning to fictional and informational text. 	<ul style="list-style-type: none"> I can view and explain key literal ideas, messages and important details from the text. I can explain how elements (color, layout, medium, special fonts) enhance and add meaning to fictional and informational text. 	<ul style="list-style-type: none"> I can compare key literal ideas, messages and important details on my own in a variety of texts with detailed support. I can compare how elements (color, layout, medium, special fonts) enhance and add meaning to different fictional and informational text.
	Strategies (I can use tools that help me accomplish the task.)	<ul style="list-style-type: none"> I need help using before, during and after viewing strategies to construct meaning. 	<ul style="list-style-type: none"> I use simple before, during and after viewing strategies, with prompting, to construct meaning. 	<ul style="list-style-type: none"> I use a variety of before, during and after viewing strategies to construct meaning. 	<ul style="list-style-type: none"> I purposefully pick and use before, during and after viewing strategies to construct meaning.



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<ul style="list-style-type: none"> colour layout medium fonts add to the meaning.	Cues (I can make meaning by using the language clues in the text.) AND Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I can identify, with help, a purpose for viewing. I can identify, with help, some of the simple structures and elements of text forms 	<ul style="list-style-type: none"> I can identify, with prompting, a purpose for viewing. I can, with prompting, identify the simple structures and elements of various text forms 	<ul style="list-style-type: none"> I can identify the purpose of viewing and identify who the audience may be. I can identify the various types of text and the key elements of visual texts (such as color, sound, music, movement and arrangement) 	<ul style="list-style-type: none"> I can identify and set, on my own, a purpose for viewing and identify who the audience may be. I can identify, on my own, the text structures, elements of the text and why the author/creator may have chosen to include certain elements
Comments					
CR2.3 Listen I can listen and retell the main ideas and details in what I hear,	Comprehension (I understand and recall what I hear, and can express my view of it with support.)	<ul style="list-style-type: none"> I can listen and retell, with help, some of the main ideas, sequence and details in small OR large group discussion. I need help to carry out a series of directions or to follow a demonstration. 	<ul style="list-style-type: none"> I can listen and retell, with prompting, some main ideas, sequence and details in small OR large group discussions. I can follow a series of directions, or a demonstration. 	<ul style="list-style-type: none"> I can listen to, identify, and retell key ideas, important details and messages in small AND large group discussions. I can follow steps in a series of directions and demonstrations, and retell most of 	<ul style="list-style-type: none"> I can retell and elaborate in detail on the key ideas, important details, and messages in listening tasks in small AND large group discussions I can follow a series of directions and demonstrations and retell all the steps.



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even when they are not obvious. I can also follow spoken directions and demonstrations.				them.	
	Strategies (I can use tools that help me accomplish the task.)	<ul style="list-style-type: none"> I need help to listen attentively without distractions. With help, I can make connections to self. I need help to select and use simple before, during, and after strategies to construct when listening. 	<ul style="list-style-type: none"> I can listen to the ideas of others but am sometimes distracted. I can make connections to self with prompting. I can choose, with prompting, before, during, and after strategies to construct meaning when listening. 	<ul style="list-style-type: none"> I listen to others and ignore most distractions. I understand others' ideas and information and make connections to self, texts, and world. I can select and use before, during, and after strategies to construct meaning when listening. 	<ul style="list-style-type: none"> I listen carefully to others with consistent focus. I understand others' ideas and information and make a variety of strong and detailed connections. I can purposefully select and use a variety of before, during, and after strategies on my own to construct meaning when listening.
	Cues (I can make meaning by using the language clues in the text.) AND Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I can identify, with help, basic sentence structures and notice word order and punctuation while listening. 	<ul style="list-style-type: none"> I can identify how word order and sentence punctuation help me understand what I am hearing in simple sentences or familiar texts. 	<ul style="list-style-type: none"> I can identify how word order and sentence punctuation help me understand what I am hearing in texts. 	<ul style="list-style-type: none"> I can explain how word order and sentence punctuation help me understand what I am hearing in a variety of texts.



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CR2.4 Read I can tell key events and ideas in order, with details, in texts I read. I can discuss how, why, and what if questions.	Comprehension (I understand and recall what I read, and can express my view of it with support.)	<ul style="list-style-type: none"> I can, with help, read and retell some of the basic events and elements of a story. I can, with help, tell some of the basic ideas and elements of informational texts. I can discuss how, why, and what if questions with help. I can follow simple written directions, with help. 	<ul style="list-style-type: none"> I can read and retell some of the key events and elements of a story, with prompting. I can tell some of the key ideas and elements of informational texts, with prompting. I can give simple answers to how, why, and what if questions. I can follow simple written directions with prompting. 	<ul style="list-style-type: none"> I can read and retell the key events and elements of a story. I can tell the key ideas and elements of informational texts. I can discuss how, why, and what if questions. I can follow written directions. 	<ul style="list-style-type: none"> I can independently read and retell the key events, details and elements of a story. I can independently tell the key ideas, details and elements of informational texts. I can give detailed responses to how, why, and what if questions. I can follow complex written directions.
	Strategies (I can use tools that help me accomplish the task.)	<ul style="list-style-type: none"> I am working on reading simple texts aloud fluently but sometimes read word by word. I use some punctuation and am beginning to use phrasing. 	<ul style="list-style-type: none"> I read aloud some grade-appropriate texts accurately and sometimes read with fluency. I try to read with expression to make my reading sound interesting. 	<ul style="list-style-type: none"> I can read most grade-appropriate texts aloud accurately and fluently, with some expression. 	<ul style="list-style-type: none"> I can read aloud a variety of grade-appropriate texts accurately and fluently with noticeable expression.



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		<ul style="list-style-type: none"> I am still learning to read silently on my own. 	<ul style="list-style-type: none"> I can read on my own for a short period of time. 	<ul style="list-style-type: none"> I demonstrate stamina in reading on my own. 	<ul style="list-style-type: none"> I can read silently on my own for an extended period of time.
	<p>Cues (I can make meaning by using the language clues in the text.)</p> <p>AND</p> <p>Conventions (I can make meaning by using the rules of language.)</p>	<ul style="list-style-type: none"> I can recognize a few high frequency words and irregularly Grade 2 level words. I know a few Grade 2 sound-letter combinations but use decoding skills inconsistently. I am beginning to be aware of word play and alliteration. I can, with teacher modelling and guidance, identify how the type of text and its elements enhance meaning of text. 	<ul style="list-style-type: none"> I can recognize some high frequency words and irregularly spelled Grade 2 level words. I know some Grade 2 sound-letter combinations and sometimes can decode unfamiliar words in context. I can identify, with prompting, word play and alliteration. I can identify, with prompting, how the type of text and its elements enhance meaning of text. 	<ul style="list-style-type: none"> I can recognize most high frequency words and irregularly spelled Grade 2 level words. I know most Grade 2 sound-letter combinations and use them to decode unfamiliar words in context. I recognize word play and alliteration. I can identify the type of text, the structure (eg. Main idea, problem/solution) and its elements (eg. Diagrams, charts) and how they enhance the meaning of text. 	<ul style="list-style-type: none"> I can recognize consistently high frequency words and irregularly spelled Grade 2 level words. I know all Grade 2 sound-letter combinations and use them, automatically, to decode unfamiliar words. I can recognize word play and the figurative use of words. I can compare how the type of text and its elements enhance the meaning of various texts.



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Reading Level	<ul style="list-style-type: none">I can read texts significantly below the range designated as demonstrating sufficient evidence of proficiency.	<ul style="list-style-type: none">I can read texts a little below the range designated as demonstrating sufficient evidence of proficiency.	<ul style="list-style-type: none">I can read texts in the range designated as demonstrating sufficient evidence of proficiency.	<ul style="list-style-type: none">I can read texts beyond the range designated as demonstrating sufficient evidence of proficiency.
Comments				