

Reading

GRADE 2

◆ **Reading Literature . . . 35**

Grade 2 Literature . . . 38

Quick Scale . . . 39

Rating Scale . . . 40

Sample Task: *Story Boxes* . . . 42

◆ **Reading for Information . . . 53**

Grade 2 Informational Materials . . . 55

Quick Scale . . . 57

Rating Scale . . . 58

Sample Task: *Canadian Animals* . . . 60

Reading Literature

The study of literature is at the heart of English language arts. In Grade 2, students apply their reading skills to interpret and respond to an increasing variety of children's literature.

MATERIALS

The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 2.

- ◆ traditional stories such as folk tales and fairy tales (e.g., *Gingerbread Man* by Eric A. Kimmel, *Anansi the Spider* by Gerald McDermott)
- ◆ realistic stories about friends, families, or animals (e.g., *Stellaluna* by Jannell Cannon, *Chester's Way* by Henkes, *The Leaving Morning* by Angela Johnson)
- ◆ fantasy and humorous stories (e.g., *Pigs Ahoy!* by David McPhail, *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst, *Something From Nothing* by Phoebe Gilman)
- ◆ simple novels or chapter books—often in a series (e.g., *When The Truck Got Stuck* by Joy Cowley; *The Magic Tree House* series, by Mary Pope Osborne; *Junie B. Jones* series, by Barbara Park; *Horrible Harry* series, by Suzy Kline; *Poppleton* by Cynthia Rylant; *Flat Stanley* by Jeff Brown; *Hello Reader* series for Grade 2; *Nate the Great* series, by Marjorie Sharmat; *Cam Jansen* series, by David A. Adler; *Box Car Children* by Gertrude Warner)
See the Educational Resource Acquisition Consortium website at www.bcerac.ca/ and the Ministry of Education website at www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm
- ◆ picture books with a high proportion of text (e.g., *Whoever You Are* by Mem Fox, *Wolf* by Becky Bloom, *Jessica* by Kevin Henkes, Arthur Books, *The Old Woman In the Vinegar Bottle*)
- ◆ humour in a variety of forms, including cartoons
- ◆ plays (e.g., dramatic versions of familiar stories such as *The Three Billy Goats Gruff*)
- ◆ stories and poems written by their classmates

TYPES OF TASKS

In Grade 2, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write journal responses
- ◆ create visual representations (e.g., posters, storyboards)
- ◆ retell the beginning, middle, and end of stories
- ◆ participate in class and small-group discussions
- ◆ use simple graphic organizers (e.g., Venn diagrams, story maps)
- ◆ participate in reader's theatre and choral reading
- ◆ participate in role-plays, puppet plays, and dramatizations
- ◆ give simple "book talks" about books they have read independently
- ◆ conference with the teacher about a book or story they have read independently (may include reading aloud, retelling, and responding)
- ◆ write recommendations about favourite books or stories
- ◆ create new works of their own (including new endings) modelled on the literature they read

Prescribed Learning Outcomes

The BC performance standards for Grade 2 reading literature reflect the following prescribed learning outcomes from Grade 2 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems) [B1]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ use strategies before reading and viewing [B5]
- ◆ use strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ use strategies before reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to expand knowledge [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ recognize and derive meaning from the structures and features of texts [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 2 Literature

This chart describes the general characteristics of literature suitable for most students in March-April of Grade 2.

LANGUAGE

- language is simple, straightforward, and often repetitive
- relies primarily on high-frequency words, although there may be some challenging or unusual words strongly supported by context clues
- some “story language” (e.g., “There once was....”) and descriptive language (usually concrete, physical description)
- sentences are primarily direct and straightforward and consist of one or two clauses
- in most stories and chapter books, there are no changes in verb tense
- frequently includes simple dialogue, usually with two speakers
- poetry often includes repetition, rhyme, rhythm, and words with interesting sounds; may have some simple figurative language

IDEAS AND ORGANIZATION

- chapter books are about topics that are highly interesting to students and related to their experiences
- stories may be imaginative
- often includes humour (not subtle)
- story characters behave in straightforward, predictable ways, but there are often opportunities for students to make simple inferences about why a character does something or how a character feels
- plot is concrete and predictable, with a straightforward “beginning, middle, end” in simple time order; there is a clear cause-effect pattern
- chapter books may move from one time and place to another (but generally not more than two settings)
- in stories and chapter books, the problem is solved

GRAPHICS

- illustrations support and elaborate the written text
- most information comes from the words
- an increasing proportion of space is given to written text
- relationships between text and illustrations are clear; illustrations tend to be representational

FORMAT

- standard word spacing; lines are relatively short
- type size is at least 12 point, often 14
- may include speech balloons or thought balloons
- a high proportion of white space, although there is an increasing amount of text on each page
- typically one to three paragraphs per page (seven to 10 sentences)
- may use boldface or italics for emphasis in places
- in chapter books or novels, chapters are relatively short (three to eight pages)
- poems tend to be short and centred on a single page

Quick Scale: Grade 2 Reading Literature

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p><i>The student needs one-to-one support to read short, simple stories and to attempt comprehension activities.</i></p>	<p><i>The student reads a variety of short, simple stories with understanding if given some support. Work is partially accurate.</i></p>	<p><i>The student reads a variety of short, simple stories independently and with understanding. Work is generally accurate.</i></p>	<p><i>The student reads an increasing variety of simple stories independently and with understanding. Work is clear, accurate, complete.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> oral reading comprehension strategies predictions word skills sight vocabulary 	<ul style="list-style-type: none"> uncomfortable reading orally; reads words rather than sentences; may lose place often needs intensive, sustained support predictions are often guesses may try to use phonics; often waits to be given the word or strategy recognizes some common sight words (e.g., <i>the, at, want, they, little</i>) 	<ul style="list-style-type: none"> reads slowly, with little expression; often stops to self-correct or get help looks for support with new selections if prompted, uses prior knowledge and picture clues to make simple, obvious predictions relies on phonics to figure out new words; if given support, can use word structure, context recognizes common sight words 	<ul style="list-style-type: none"> confident in most oral reading activities checks to make sure the selection is making sense; (may need prompting) uses prior knowledge, picture clues, knowledge about “story” to make obvious predictions combines phonics, word structure, context clues; usually successful with simple words recognizes increasing variety of sight words 	<ul style="list-style-type: none"> oral reading is fluent, confident, expressive checks to make sure the selection is making sense; self-corrects efficiently uses prior knowledge, picture clues, knowledge about “story” to make logical and sometimes insightful predictions successfully combines phonics, word structure, context clues recognizes a wide range of sight words
<p>COMPREHENSION</p> <ul style="list-style-type: none"> accuracy, completeness characters events retell; explain relationships inferences 	<ul style="list-style-type: none"> unable to attempt questions or tasks alone; work is incomplete, may be inaccurate or vague even with help may identify the main character(s) needs support to retell the story; may invent material based on the illustrations recalls few details unable to make inferences 	<ul style="list-style-type: none"> responses to questions or tasks include some accurate information; parts are inaccurate or incomplete identifies main character often focuses on one event; may miss big picture provides a few accurate details; may invent some focuses on literal meaning; has difficulty making basic inferences 	<ul style="list-style-type: none"> responses to questions or tasks are accurate and complete; parts may be vague, unclear accurately identifies main and supporting characters retells main events in correct sequence includes some details makes basic inferences about characters (feelings, motivation) and events 	<ul style="list-style-type: none"> responses to questions or tasks are accurate, clear, and thorough accurately describes main and supporting characters provides a detailed, accurate retelling uses relevant details makes inferences about characters, events may offer insight into author’s purpose, message
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> connections to experiences and other selections opinions 	<ul style="list-style-type: none"> often unable to make connections; limited reading or listening experiences to draw on opinions are often unrelated to story 	<ul style="list-style-type: none"> with teacher support, makes simple, concrete connections to own experiences, other stories expresses simple opinions about stories or characters 	<ul style="list-style-type: none"> if asked, makes concrete connections to own experiences, other stories expresses simple opinions about stories or characters, and provides simplistic reasons 	<ul style="list-style-type: none"> may make several direct, concrete connections to own experiences, other stories expresses simple opinions or judgments with some support

Rating Scale: Grade 2 Reading Literature

Student achievement in reading literature by March–April of Grade 2 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p><i>The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.</i></p>	<p><i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> • oral reading • comprehension strategies • predictions • word skills • sight vocabulary 	<ul style="list-style-type: none"> • uncomfortable when reading orally; tends to read words rather than sentences; may lose place • often needs intensive, sustained support to deal with new selections • predictions are often guesses and may not be logical • identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense and sounds right) • recognizes some common sight words (e.g., <i>the, at, want, they, little</i>) 	<ul style="list-style-type: none"> • frequently self-corrects and looks for help when reading orally; tends to read slowly, with little expression • often hesitant to read new selections; looks for support; may rely on picture clues • if prompted, uses prior knowledge and picture clues to make simple, obvious predictions • tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context • recognizes an increasing number of common sight words
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • accurate, complete • characters • events • retell; explain relationships • inferences 	<ul style="list-style-type: none"> • often unable to attempt comprehension questions or tasks without help; work is often incomplete, and may be inaccurate or vague even with help (tends to rely on personal experiences rather than information in the selection) • may identify the main character(s) • needs support to retell the story; may invent material based on the illustrations • recalls few details • needs support to understand main events; may be unable to make inferences (sometimes because they do not understand the literal story) 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete; may need support to find relevant information (often relies on pictures) • identifies the main character; may have difficulty with supporting characters • when retelling, often focuses on one key event or lists some events as an unconnected series (may not understand the gist, or “big picture”) • provides a few accurate details in answers and explanations; may invent some material • focuses on literal meaning; has difficulty making basic inferences about characters (how they feel, why they act as they do) and events
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> • connections to experiences and other selections • opinions 	<ul style="list-style-type: none"> • often unable to make connections because they do not understand the story (tend to have limited reading or listening experiences to draw on) • may express simple opinions, but these are often unrelated to the story (because student has trouble understanding the story) 	<ul style="list-style-type: none"> • with teacher support, makes simple, concrete connections to own experiences or other stories • expresses simple opinions about stories or characters (e.g., “I liked it.”)

Fully Meets Expectations	Exceeds Expectations
<p><i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i></p>	<p><i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i></p>
<ul style="list-style-type: none"> • approaches most oral reading activities confidently; reading tends to become more fluent as the story progresses (but may not be expressive) • reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting) • uses prior knowledge, picture clues, and knowledge about “story” to make obvious predictions and to confirm meaning • combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support (e.g., “What would make sense and sound right?”) for more complex or irregular words (e.g., <i>daughter, restaurant</i>) • recognizes an increasing number of sight words 	<ul style="list-style-type: none"> • oral reading is confident, expressive, and fluent • checks to make sure the selection is making sense; increasingly efficient at self-correcting, solving problems; rereads to confirm meaning • uses prior knowledge, picture clues, and knowledge about “story” to make logical and sometimes insightful predictions and to confirm meaning • combines phonics, word structure (patterns, endings), and context clues to figure out new words • recognizes a wide range of sight words
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places • accurately identifies main and supporting characters • retells main events in correct sequence • includes some details in answers and explanations • makes basic inferences about characters (how they feel, why they act as they do) and events 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear, and complete • accurately describes main and supporting characters • provides a detailed retelling, including all important events in the correct sequence • uses relevant details in answers and explanations • makes inferences about characters (e.g., their feelings, motivation) and events • may offer some insight into the author’s purpose or message
<ul style="list-style-type: none"> • makes concrete connections to own experiences or other stories when asked (e.g., identifies obvious similarities with a character) • expresses simple opinions about stories or characters and provides simplistic reasons, usually related to the topic (e.g., “I liked it because I like dogs.”) 	<ul style="list-style-type: none"> • may make several connections to own experiences and other selections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self) • expresses simple opinions or judgments, with some supporting reasons or examples

Sample Task: Story Boxes

CONTEXT

Throughout the year, students developed their reading skills through a variety of literacy activities. They had ongoing opportunities to read stories themselves, with a partner, and as a whole class, and often read Big Books, poems, songs, and stories together. Each day, the teacher read a story or part of a chapter book, and students discussed the settings, characters, story problems, and solutions. Pre-reading activities occurred prior to all reading activities (accessing prior knowledge and making personal connections).

PROCESS

Before the students read the story “Under the Shade of the Mulberry Tree,” the teacher gave them the title and asked what they thought the story would be about. Students made predictions about the setting, the possible characters, and the story problem. The teacher showed students the first picture in the book and invited them to make a second prediction based on the new information and then to think of a personal connection to the illustration. Students offered their responses and often connected their ideas to others.

The teacher provided copies of the selection and asked students to read independently. (Two students needed assistance from adults.) After they read the selection, students used a template to retell the main events using the worksheet. The class reviewed basic story structure to assist them with the task. As students were completing the task, the teacher conferenced with individual students and asked them a series of questions to assess their individual abilities to:

- ◆ apply strategies and approaches
- ◆ understand the main idea of the story
- ◆ identify the story problem and solutions
- ◆ discuss the characters
- ◆ make personal connections to experiences and other selections

NOTE:

The samples of Grade 2 student work in reading literature include transcripts of the teacher’s conferences with the students, as well as the story boxes that students completed.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student needed one-to-one support from a child care worker, who read part of the selection aloud. The student was unable to complete the task.

- ◆ uncomfortable when reading orally
- ◆ tends to read words rather than sentences
- ◆ loses place
- ◆ predictions are often guesses and may not be logical
- ◆ needs help to attempt comprehension questions
- ◆ work is incomplete
- ◆ identifies the main characters
- ◆ recalls few details
- ◆ unable to make connections because the student does not fully understand the story

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT: TEACHER'S CONFERENCE WITH THE STUDENT

T: Why do you think the rich man would not let the poor man sit in the shade of his tree?

S: Don't know.

T: The rich man thought the poor man was a fool to offer to buy his shade. Why?

S: Don't know.

T: What happened at the end of the story?

S: Don't know.

T: Do you think the poor man knew what would happen?

S: Don't know.

T: Do you think the poor man was trying to cheat the rich man?

S: Yes.

T: Why do you think the rich man's friends laughed when they heard the poor man had bought the shade?

S: Cause.

T: Why do you think the rich man wanted more money?

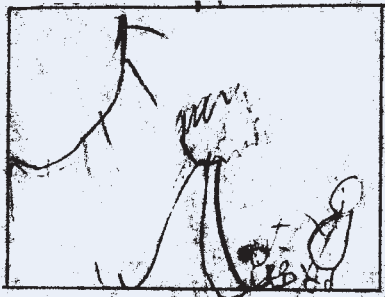
S: He likes money.

T: Can you think of another example of greed and generosity, either from your experience or from another story?

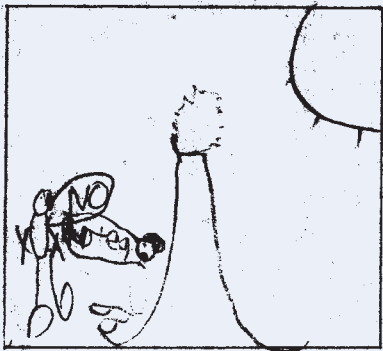
S: No.

T: How are you like the rich man or the poor man?

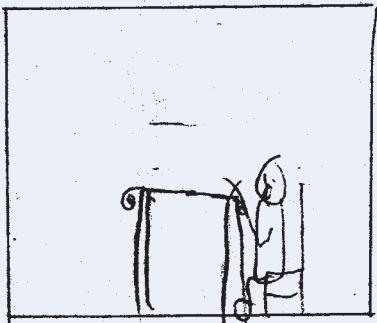
S: Don't know.



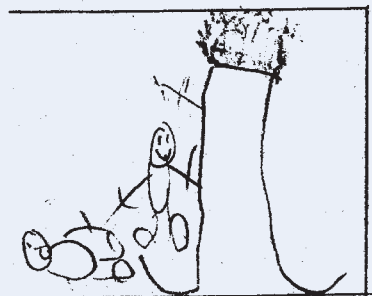
The rich man be. I seen
he wote a venny,
Bunny manny.



The poor man
He wots. Sun manny,



The rich man never
let enny bunny,
untr the tree



he let peep with
The tree.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student read the story with a partner. She had difficulty with many questions, even after she read the story aloud.

- ◆ frequently self-corrects and looks for help when reading orally
- ◆ tends to read slowly, with little expression
- ◆ often hesitant to read new selections
- ◆ relies on picture clues
- ◆ needs help to attempt comprehension questions
- ◆ work is vague and inaccurate in parts
- ◆ needs support to retell the story
- ◆ recalls few details
- ◆ with teacher support, makes simple, concrete connections to own experiences
- ◆ expresses simple opinions about the story

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT: TEACHER'S CONFERENCE WITH THE STUDENT

T: Why do you think the rich man would not let the poor man sit in the shade of his tree?

S: Cause the poor man has no money.

T: The rich man thought the poor man was a fool to offer to buy his shade. Why?

S: Cause he didn't want no one under the tree.

T: What happened at the end of the story?

S: All the people lived under there.

T: Do you think the poor man knew what would happen?

S: I don't know.

T: Do you think the poor man was trying to cheat the rich man?

S: I don't know.

T: Why do you think the rich man's friends laughed when they heard the poor man had bought the shade?

S: Because they won't let him sit under the shade.

T: Why do you think the rich man wanted more money?

S: So he could be rich.

T: Can you think of another example of greed and generosity, either from your experience or from another story?

S: No.

T: How are you like the rich man or the poor man?

S: I don't know.

once long ago there was a rich man who lived in a house by the side of the road.

A day came when the poor man went under the tree he was shade.

the rich man said Get out Get out Get out they all live in the rich man house

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student read the selection independently and completed the story boxes with generally accurate information.

- ◆ approaches oral reading activities with confidence
- ◆ reads for meaning
- ◆ checks to make sure the selection is making sense
- ◆ recognizes an increasing number of sight words
- ◆ responses to comprehension tasks include some accurate information
- ◆ parts of responses are inaccurate and incomplete
- ◆ retells main events in correct sequence
- ◆ accurately identifies main and supporting characters
- ◆ includes some details in answers and explanations
- ◆ makes concrete connections to own experiences when asked

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT: TEACHER'S CONFERENCE WITH THE STUDENT

T: Why do you think the rich man would not let the poor man sit in the shade of his tree?

S: The rich man was not able to share.

T: The rich man thought the poor man was a fool to offer to buy his shade. Why?

S: Because you shouldn't have to buy shade.

T: What happened at the end of the story?

S: The rich man moved away to another house where there was no shade.

T: Do you think the poor man knew what would happen?

S: No.

T: Do you think the poor man was trying to cheat the rich man?

S: Yes, I think he was, a little.

T: Why do you think the rich man's friends laughed when they heard the poor man had bought the shade?

S: Because the rich man would get richer.

T: Why do you think the rich man wanted more money?

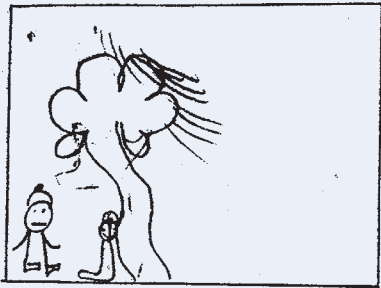
S: So he could be richer and he could buy more things.

T: Can you think of another example of greed and generosity, either from your experience or from another story?

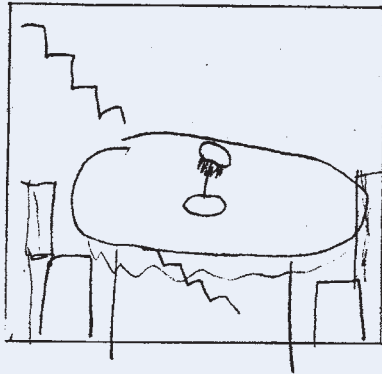
S: No.

T: How are you like the rich man or the poor man?

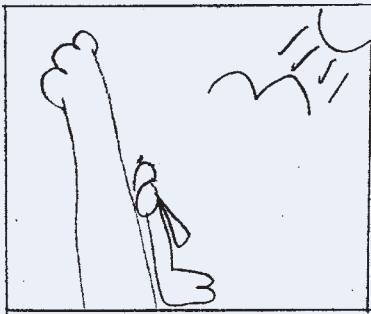
S: I'm like the poor man because when my friends come over, I share my toys.



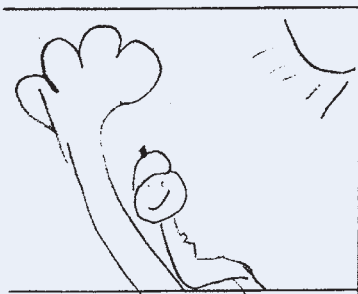
Along time ago there lived a rich man. The house the rich man lived in was shaded by a tree. every day the man sat under the tree were it was shade.



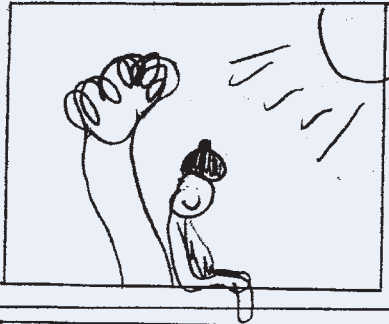
one day when the rich man was sitting under the tree a poor man came and sat under beside him. the rich man got up and walked away he was mad at the poor man.



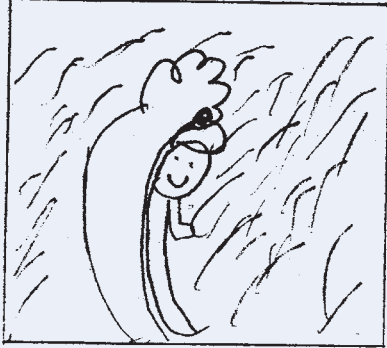
After the poor man got up he walked away. The rich man walked back outside and was happy then the poor man came with all his anamoise. Then the rich man was not happy



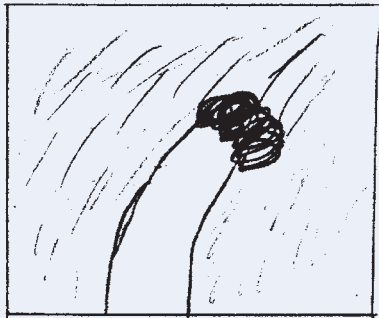
at all. The rich man said to the poor man take all your anamoise and go said the rich man. So the poor man went with his anamoise.



The poor man wanted to go back to the tree but the rich man would not let the poor man under the tree.



Then the rich man said to the poor man you can stay by the shade of my tree.



So the man brought all his anamoiise and was happy.

EXCEEDS EXPECTATIONS

Teacher's Observations

The student read with ease and completed the task confidently and independently. The work is clear, accurate, and complete.

- ◆ oral reading is confident, expressive, and fluent
- ◆ checks to make sure the selection is making sense
- ◆ responses to comprehension questions are accurate, clear, and complete
- ◆ accurately describes main and supporting characters
- ◆ retells main events in correct sequence
- ◆ includes some details in answers
- ◆ makes concrete connections to own experiences when asked
- ◆ expresses simple opinions with some supporting reasons

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT: TEACHER'S CONFERENCE WITH THE STUDENT

T: Why do you think the rich man would not let the poor man sit in the shade of his tree?

S: He was greedy.

T: The rich man thought the poor man was a fool to offer to buy his shade. Why?

S: The rich man probably thought he didn't have any money to buy it with.

T: What happened at the end of the story?

S: The rich man moved, and the poor man moved into his house, and the poor man let anyone sit in his shade.

T: Do you think the poor man knew what would happen?

S: He probably knew that he would annoy the rich man. I think the poor man was very clever.

T: Do you think the poor man was trying to cheat the rich man?

S: No, because he seems like a nice man to me in the story.

T: Why do you think the rich man's friends laughed when they heard the poor man had bought the shade?

S: Because you can find shade anywhere for free.

T: Why do you think the rich man wanted more money?

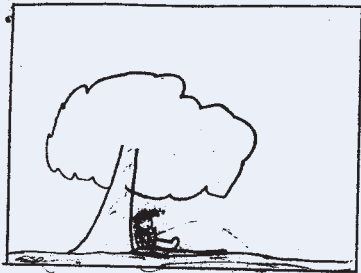
S: He is very greedy and he likes money.

T: Can you think of another example of greed and generosity, either from your experience or from another story?

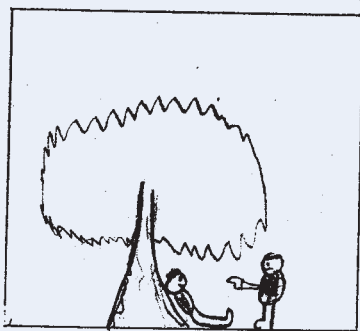
S: Ducktails and Mr. McBuick, because they are not greedy and they have money. It also reminds me of one of my sisters, who doesn't share her toys with me.

T: How are you like the rich man or the poor man?

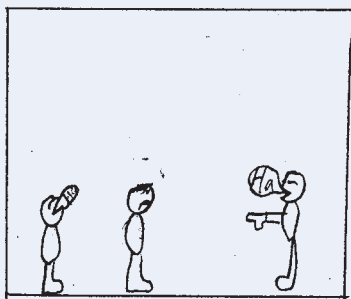
S: I'm like the poor man because I share and include others.



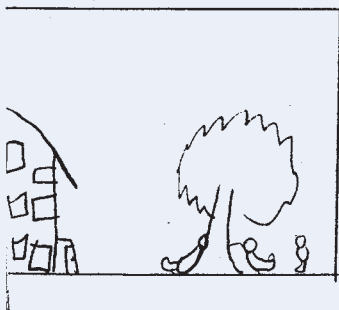
Once there was a rich man. Every day the rich man would come to a mulberry tree to sit in its shade.



One day a poor man came and sat in the shade of the tree. The rich man was not pleased. The rich man told him to go away but the poor man wanted to buy it from the rich man so he bought the shade.



One day the rich man was eating with some guests when they found out that the poor man bought the shade they all laughed at it.



One day the rich man moved because he could not stand it any longer. So the poor man moved into the rich man's old house he let every body come and rest in the shade.

Reading for Information

Throughout their schooling and in their lives outside of school, students apply their reading skills in order to acquire, organize, and interpret information. These skills are fundamental to their success in a variety of curriculum areas. The ability to deal with technical and reference materials is also essential for success in most careers and in many leisure activities.

MATERIALS

The following suggestions indicate the range of informational materials and level of challenge appropriate for students in Grade 2.

- ◆ children's magazines (e.g., *YES Mag*, *Cricket*, *Owl*, *Ranger Rick*)
- ◆ reference materials (e.g., *The Kingfisher Illustrated Junior Dictionary*, *Magic School Bus* series)
- ◆ written instructions for simple procedures
- ◆ advertising and promotional materials targeted at children their age

These materials frequently include illustrations and, occasionally, simple diagrams.

TYPES OF TASKS

In Grade 2, students frequently perform tasks such as the following as they read, interpret, and analyze information:

- ◆ record and organize facts
- ◆ make simple notes, often using predetermined formats such as webs and charts
- ◆ create visual representations (e.g., posters, illustrations)
- ◆ participate in class and small-group discussions
- ◆ write or present simple reports based on information from one or two sources
- ◆ recount key information orally
- ◆ respond to written or oral questions
- ◆ participate in conferences with the teacher (including reading aloud)
- ◆ follow simple written instructions for constructions, games, or classroom activities
- ◆ explain why they agree or disagree with information or ideas presented

Prescribed Learning Outcomes

The BC performance standards for Grade 2 reading for information reflect the following prescribed learning outcomes from Grade 2 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of grade-appropriate information texts [B2]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ use strategies before reading and viewing [B5]
- ◆ use strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ use strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to improve and expand knowledge [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ recognize and derive meaning from the structures and features of texts [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 2 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March–April of Grade 2.

LANGUAGE

- language is simple, straightforward, and often repetitive
- relies primarily on high-frequency words, although there may be some challenging or unusual words, strongly supported by context clues
- may include specialized vocabulary that is supported by context and illustrations
- frequently repeats key words and phrases
- sentences are primarily direct and straightforward and consist of one or two clauses
- often repeats a pattern

IDEAS AND ORGANIZATION

- generally direct and concrete
- tries to engage students by asking questions, and providing connections to their experiences
- sequence is clear and predictable; simple transitions make connections clear
- presents one idea at a time; usually one topic per page
- relationships among ideas are explicit and relatively simple (e.g., sequence, cause-effect, main idea–details)
- usually written in short paragraphs that begin with a clear topic sentence followed by a relatively small amount of detail
- bold titles and headings signal changes in topic (these also assist in predicting)

GRAPHICS

- large, colourful illustrations support and elaborate the written text
- most information comes from the words
- an increasing proportion of space is given to written text
- relationships between text and illustrations are clear; illustrations tend to be representational
- a large amount of information is conveyed through illustrations and captions

FORMAT

- standard word spacing; lines are relatively short
- type size is at least 12 point, often 14
- a high proportion of white space, although there is an increasing amount of text on each page
- typically one or two paragraphs or blocks of text per page
- may use boldface or italics for emphasis in places



Quick Scale: Grade 2 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p>The student needs one-to-one support to read short, simple materials and to attempt comprehension activities.</p>	<p>The student is able to read a variety of short, simple materials with understanding if given some support. Work is partially accurate.</p>	<p>The student is able to read a variety of short, simple materials independently and with understanding. Work is generally accurate.</p>	<p>The student is able to read an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> oral reading comprehension strategies predictions word skills sight vocabulary locating information 	<ul style="list-style-type: none"> uncomfortable reading orally; reads words rather than sentences; may lose place often needs intensive, sustained support predictions are often guesses may try to use phonics; often waits to be given the word or strategy recognizes some common sight words (e.g., <i>the, at, want, they, little</i>) unable to locate information 	<ul style="list-style-type: none"> reads slowly, with little expression; often stops to self-correct or get help looks for support with new selections if prompted, uses prior knowledge and picture clues to make simple, obvious predictions relies on phonics to figure out new words; if given support, can use word structure, context recognizes common sight words frequently guesses rather than rereading; uses simple text features with support 	<ul style="list-style-type: none"> confident in most oral reading activities checks to make sure the selection is making sense; (may need prompting) uses prior knowledge and picture clues to make obvious predictions combines phonics, word structure, context clues; usually successful with simple words recognizes increasing variety of sight words rereads; uses text features to locate specific information if prompted 	<ul style="list-style-type: none"> oral reading is fluent, confident, and expressive checks to make sure the selection is making sense; self-corrects efficiently uses prior knowledge and picture clues to make logical and sometimes insightful predictions successfully combines phonics, word structure, and context clues recognizes a wide range of sight words independently rereads; uses text features to locate specific information; efficient
<p>COMPREHENSION</p> <ul style="list-style-type: none"> accuracy, completeness main ideas details recording information 	<ul style="list-style-type: none"> unable to attempt questions or tasks alone; work is incomplete; may be inaccurate or vague, even with help may identify the topic recalls few details needs ongoing, intensive support to record information 	<ul style="list-style-type: none"> responses to questions or tasks include some accurate information; parts are inaccurate or incomplete identifies the topic; may need support to recall main ideas provides a few accurate details; may invent some records some accurate information, often unsorted 	<ul style="list-style-type: none"> responses to questions or tasks are generally accurate and complete; parts may be vague, unclear accurately identifies most main ideas; relies on words of the text includes some detail in answers and explanations records some accurate information using categories teacher provides 	<ul style="list-style-type: none"> responses to questions or tasks are accurate, clear, and complete accurately restates most or all main ideas in own words uses relevant details in answers and explanations organizes information into logical categories with some support (often able to create own categories)
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> connections to experiences and other selections opinions 	<ul style="list-style-type: none"> unable to make connections to other information and experiences; little prior knowledge to draw on unable to distinguish between fact and fiction 	<ul style="list-style-type: none"> with teacher support, makes simple, concrete connections to other information and experiences beginning to distinguish between fact and fiction 	<ul style="list-style-type: none"> makes some concrete connections to other information and experiences when asked generally distinguishes between fact and fiction 	<ul style="list-style-type: none"> makes several connections to other information and experiences, often spontaneously distinguishes between fact and fiction; may question the information

Rating Scale: Grade 2 Reading for Information

Student achievement in reading for information by March–April of Grade 2 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<p>SNAPSHOT Note: the snapshot can be used alone as a holistic scale in some situations.</p>	<p><i>The student needs one-to-one support to read short, simple materials, and attempt comprehension activities.</i></p>	<p><i>The student reads a variety of short, simple materials with understanding if given some support. Work is partially accurate.</i></p>
<p>STRATEGIES</p> <ul style="list-style-type: none"> oral reading comprehension strategies predictions word skills sight vocabulary locating information text features (e.g., headings, illustrations, diagrams) 	<ul style="list-style-type: none"> uncomfortable when reading orally; tends to read words rather than sentences; may lose place often needs intensive, sustained support to deal with new selections predictions are often guesses and may not be logical identifies all letters; tries to use phonics to sound out words; often waits to be given the word or strategy; may not be able to use context clues (what makes sense and sounds right) recognizes some common sight words (e.g., <i>the, at, want, they, little</i>) unable to locate information unable to use text features to help make sense of the selection 	<ul style="list-style-type: none"> frequently self-corrects and looks for help when reading orally; tends to read slowly, with little expression often hesitant to read new selections; looks for support; may rely on picture clues if prompted, uses prior knowledge and picture clues to make simple, obvious predictions tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context recognizes an increasing number of common sight words if asked to locate specific information, frequently guesses rather than rereading able to use simple text features (e.g., title, headings, pictures) with support; may not notice them independently
<p>COMPREHENSION</p> <ul style="list-style-type: none"> accurate, complete main ideas details recording information 	<ul style="list-style-type: none"> often unable to attempt comprehension questions or tasks without help; work is often incomplete, and may be inaccurate or vague even with help (tends to rely on personal experiences rather than information in the selection) may identify the topic recalls few details needs ongoing, intensive support to record information 	<ul style="list-style-type: none"> responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete; needs support to find relevant information (often relies on pictures) identifies the topic; may need support to recall main ideas provides a few accurate details in answers and explanations; may invent some material records some accurate information (often unsorted)
<p>RESPONSE AND ANALYSIS</p> <ul style="list-style-type: none"> connections to experiences and other selections opinions 	<ul style="list-style-type: none"> unable to make connections to other information about the topic (often has limited prior knowledge to draw on) unable to distinguish between fact and fiction 	<ul style="list-style-type: none"> with teacher support, makes simple, concrete connections to other information about the topic, including personal experience beginning to distinguish between fact and fiction

Fully Meets Expectations	Exceeds Expectations
<p><i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i></p>	<p><i>The student reads an increasing variety of simple materials independently and with understanding. Work is clear, accurate, and complete.</i></p>
<ul style="list-style-type: none"> • approaches most oral reading activities confidently; reading tends to become more fluent as the selection progresses (but may not be expressive) • reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting) • uses prior knowledge and picture clues to make obvious predictions and to confirm meaning • combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support for more complex or irregular words (e.g., <i>daughter, restaurant</i>) (“What would make sense and sound right?”) • recognizes an increasing number of sight words • rereads to locate specific information if prompted; tends to be inefficient (i.e., does not skim) • uses simple text features (e.g., title, headings, pictures) to help locate information (may need prompting) 	<ul style="list-style-type: none"> • oral reading is confident, expressive, and fluent • checks to make sure the selection is making sense; increasingly efficient at self-correcting, solving problems; rereads to confirm meaning • uses prior knowledge and picture clues to make logical and sometimes insightful predictions and to confirm meaning • combines phonics, word structure (patterns, endings), and context clues to figure out new words • recognizes a wide range of sight words • rereads to locate specific information; becoming efficient (e.g., skims, uses headings) • independently uses text features (e.g., title, headings, pictures) to help locate information
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places • accurately identifies most main ideas; tends to rely on the words of the text • includes some detail in answers and explanations; may not distinguish important from unimportant detail • can record some accurate information under categories or headings provided by the teacher (e.g., food, habitat) 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear, and complete • accurately re-states all or almost all main ideas in own words • uses relevant details in answers and explanations • organizes information into logical categories with some support (often able to create own categories)
<ul style="list-style-type: none"> • makes some concrete connections to other information about the topic, including personal experiences when asked • generally able to distinguish between fact and fiction (may have difficulty with realistic fiction) 	<ul style="list-style-type: none"> • makes several connections to other information about the topic, including personal experiences; may offer these spontaneously • distinguishes between fact and fiction; may question the accuracy or relevance of information

Sample Task: Canadian Animals

CONTEXT

Throughout the year, this class read a wide range of non-fiction materials including simple text books, non-fiction books, simple reference Little Books, children’s magazines, and informational charts and posters. Students had opportunities to record and organize facts, make simple notes on webs and charts, and write simple instructions and research reports. As they read and acquired information, students reported what they had learned to the class. The teacher conferenced with students on a consistent basis to assess their abilities to use strategies and approaches they had been taught in class, comprehend what they had read, and respond to and analyze the information.

PROCESS

The class generated a list of animals from across Canada. The teacher selected a non-fiction article on a Canadian animal, provided students with copies, and modelled informational reading aloud, illustrating how she identified main ideas and categories, highlighted key ideas as she read, and recorded important information. She also showed students how she used the appearance of text to help her reading, by discussing key features, headings and diagrams, the use of bold-faced print, the index, and the glossary. The teacher collected facts on a fact sheet, recording key words and ideas.

Students selected a “Canadian Animal” from the list and followed the same process as the teacher had modelled. As students read, they recorded facts on their note-taking sheets under headings such as diet, habitat, offspring, appearance, and movement and behaviour. They completed two separate webs that represented the resources they used and what they had learned about their selected animals, from memory and the fact sheets. The teacher interviewed students to assess their reading strategies, comprehension skills, and responses.

NOTE:

The samples of Grade 2 student work in reading for information present the teacher’s observation notes and assessment as well as the student’s “note-taking chart” and web.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student needed one-to-one support. When the teacher read parts of the article aloud, the student was able to answer some simple questions but was unable to read it independently.

- ◆ uncomfortable when reading orally
- ◆ loses place
- ◆ recognizes some common sight words
- ◆ unable to locate information
- ◆ unable to use text features to help make sense of the selection
- ◆ work is incomplete and vague
- ◆ recalls few details
- ◆ needs ongoing support to record information
- ◆ unable to make connections to other information about the topic

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TEACHER'S INTERVIEW AND OBSERVATION NOTES

Strategies:

- chose Sea World book with many pictures
- text requires too much reading
- sounds out words by looking at the pictures
- unable to identify a reading strategy
- running record indicates that she attempted to sound out difficult words but needed support
- okay with some sight words (new book to her)
- asks for help with new words
- looks at pictures to talk about facts

Comprehension:

- couldn't remember what whales eat
- remembered length of whales
- learned whales have fins but couldn't remember more
- web does not include all the key ideas
- noticed that author organized the information in different sections (e.g., whales, sharks, turtles)
- used comparisons to discuss whale length (e.g., "Orcas are about from there to there.")

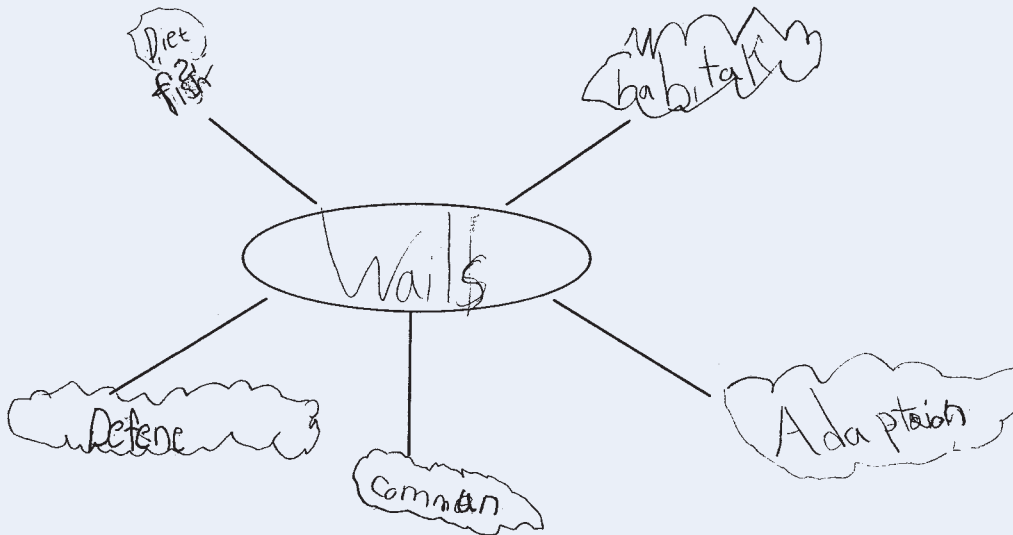
Response:

- needs to find out more about food
- enjoyed the book
- enjoyed the details
- favourite part was the picture of the three orcas jumping into the water

Note Taking Chart

WHALES

live in pod	Food	Food	Enemies	Appearance <small>(What they look like)</small>
3 or more	Strang fins f	Sealife	Shark	
live all	swu.			
Enemies	No tails large Pointed			



MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

With considerable support and encouragement, the student was able to read the article and record some accurate information.

- ◆ frequently self-corrects and looks for help when reading orally
- ◆ if prompted, uses prior knowledge and picture clues to make simple predictions
- ◆ able to use simple text features with support
- ◆ responses to comprehension tasks include some accurate information
- ◆ identifies the topic, but needs support to recall main ideas
- ◆ provides a few accurate details in answers
- ◆ records some accurate information
- ◆ beginning to distinguish between fact and fiction

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TEACHER'S INTERVIEW AND OBSERVATION NOTES

Strategies:

- read killer whale worksheet—easier than others but text still too hard
- identifies some of the text features, such as the headings
- sounds out words, asks someone, looks at the pictures or looks at the rest of the sentence to figure out hard words
- sometimes makes connections between illustrations and written text
- rereads highlighted words to get information (titles, headings, pictures, subtitles)
- sometimes requires teacher support

Comprehension:

- identifies what he learned: colour, shape, whales eat fish
- not sure of the most important idea
- focuses on the details rather than the main idea (e.g., three years, babies)
- prefers to web to make notes about the information
- uses illustrations to show details

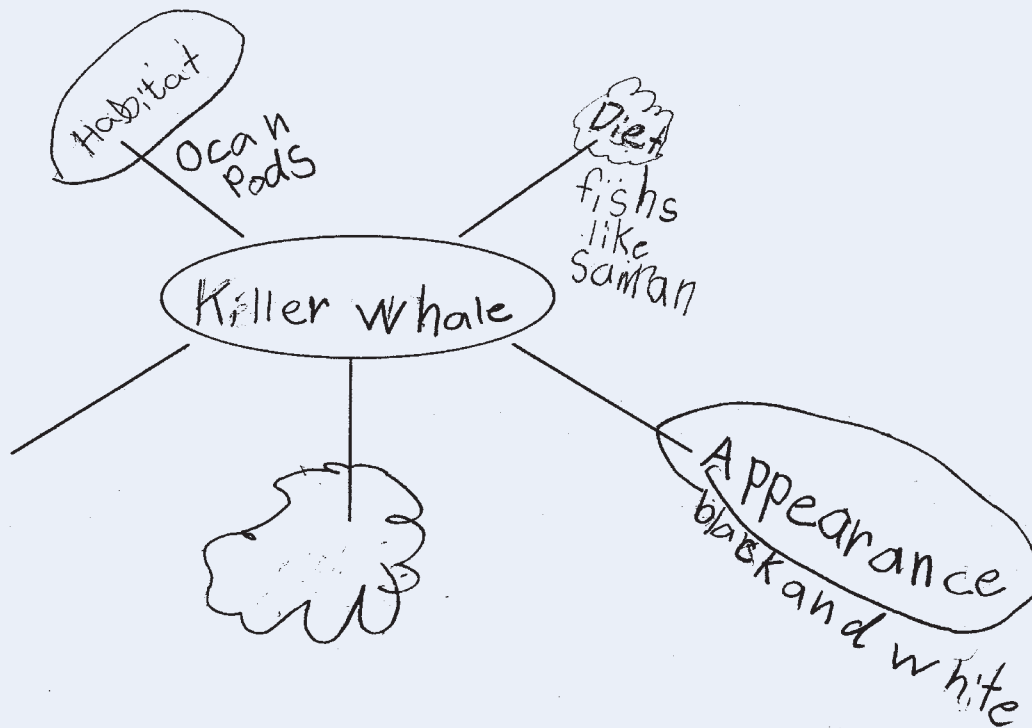
Response:

- doesn't know any other information about the topic
- not sure if he enjoyed reading the selection

Note Taking Chart

WHALES

Food	Habitat	live in Pods		Appearance
fish	ocean	30 or more	Strong fins flukes	What does it look like
Samen		eat all sea life	Strong flipper	
Penguins		Enemies Shark	Squeaks Squeal	
Squid		Hear well	tummy is white Back is Black	



FULLY MEETS EXPECTATIONS

Teacher's Observations

The student was able to read the selected article and record accurate information on the fact sheet. The student was comfortable reading orally and answering questions during the conference.

- ◆ approaches the oral reading activity confidently
- ◆ combines phonics, word structure, and context clues to figure out new words
- ◆ recognizes an increasing number of sight words
- ◆ responses to comprehension tasks are generally accurate and complete
- ◆ accurately identifies most main ideas
- ◆ can record some accurate information under categories
- ◆ makes some concrete connections to other information about the topic
- ◆ generally able to distinguish between fact and fiction

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Strategies:

- words are easy
- “incisors” – cutting teeth (word not sure of)
- looks at paragraph headings
- identifies the text features with ease
- figures out word meanings by re-reading the sentence, sounding it out, asks a friend, looks at the pictures
- gets information from the titles, subtitles, headings, pictures)

Comprehension:

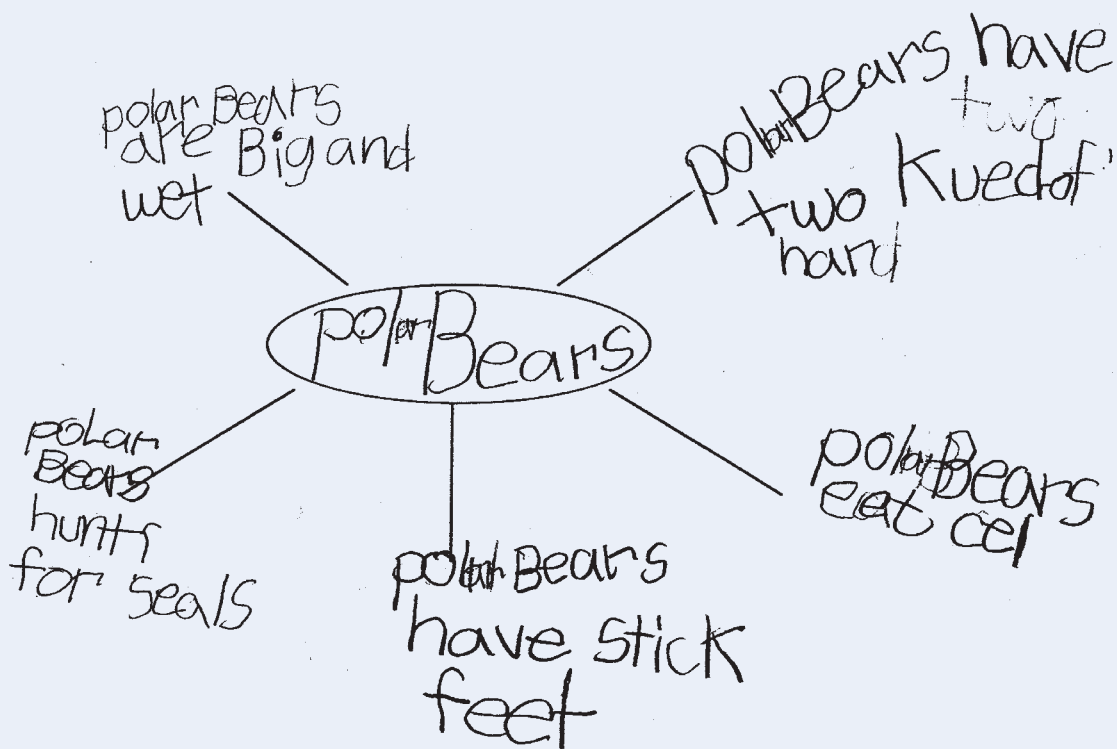
- identifies most important ideas
- read it and writes about beavers
- read, web, picked categories
- easily finds facts
- identifies ways the author organizes information
- wanted more information about appearance
- good builders, weighed 35 pounds

Response:

- made connections to other information: e.g., penguins
- asks questions
- enjoyed selection
- identifies information as fact

Note Taking Chart

Diet	Offspring	Predators	Habitat	Appearance
fish	called coats	polar bears	Ear	two fur coats
Seal	called ears	Walrus	Arctic	Sharp claws
Walrus	called ears	Orca	Travel	3m long
Whales	called			



EXCEEDS EXPECTATIONS

Teacher's Observations

The student worked confidently and independently to read and complete a fact sheet, and added information beyond basic requirements.

During the interview, the student was able to quickly and efficiently find information. Responses to all questions were clear, complete, and often detailed. The student offered a number of connections to other information about the animal.

- ◆ oral reading is confident, expressive, and fluent
- ◆ rereads to locate specific information
- ◆ becoming efficient
- ◆ independently uses text features to help locate information
- ◆ responses to comprehension tasks are accurate, clear, and complete
- ◆ accurately restates all or almost all main ideas in own words
- ◆ uses relevant details in answers and explanations
- ◆ organizes information into logical categories with some support
- ◆ makes several connections to other information about the topic
- ◆ distinguishes between fact and fiction

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TEACHER'S INTERVIEW AND OBSERVATION NOTES

Strategies:

- read about wolves—easy
- strategies: sound it out, reread, ask for help
- didn't know "alpha"—read "alpa"—self-corrected
- needed help to understand word meaning—I explained alpha (leader concept)
- gets information from title, subtitles, headings, pictures, diagrams, index, and glossary
- diagram: howl, forest

Comprehension:

- selection about: habitat—where they live is important
- identifies most important ideas: diet—hunt in packs, caribou, sheep
- puts same kind of information together
- uses both web and fact sheet to record and make notes about the information
- lists questions not answered in selection

Response:

- identifies the information as true but doesn't know why
- makes connections to personal experiences: sharp teeth
- questions about what they eat
- enjoyed everything
- will get more information from the internet

Note Taking Chart

Diet	Habitat	offspring	appearance	Movement and Behaviour
Timber wolves can travel 150 km in 1 night for food.	Timber wolves live in the wilderness.	Timber wolf babies are called pups.	Timber wolves have strong powerful legs.	run fast
Timber wolves have long sharp teeth and strong jaws.	Timber wolf die if they are not a member of a pack.	Timber wolves have 5 to 6 babies in the spring.	Timber wolves can be 120 cm long.	live in a pack.
Timber wolves have 42 teeth.	Timber wolves live in a den.	pups drink milk from their mother.	Timber wolves can weigh 45 kg.	travel fall + winter
Timber wolves eat deer, elk, moose, caribou, bison, musk-oxen and bighorn sheep.	Each pack can have 5 to 30 wolves.	Timber wolves work hard to get their food.	Timber wolves have long nose.	Can run long distances.

