

GRADE 2 READING: Additional Tasks/Samples**Reading Literature: 3 tasks****Reading Information: 3 tasks**

Grade 2 Reading Literature: Additional Sample 1

Sara Brown Says Hello

Context

Prior to this activity, the class had spent approximately six weeks focusing on sequencing, characters, and setting. During this time they read a wide variety of stories from different sources, along with several ‘little books.’

Process

1. The students read the story, “Sara Brown Says Hello” (Ginn Journeys: *A Net of Moonbeams*) independently.
2. They completed a template provided by the teacher where they illustrated and summarized the beginning, middle and end of the story; listed the characters; and identified the setting.
3. The teacher conducted individual interviews with selected students, where she observed as students read part of the story aloud; then asked the following questions:
 - How did Sara feel at the beginning? Why?
 - Why doesn’t Sara have any friends?
 - How long do you think Sara has lived in the neighbourhood?
 - How does the kite help Sara make friends?
4. The teacher used information from the conferences and the students’ written work to make a judgment about their progress.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student provided basic accurate information in both written work and oral responses, but offered little detail. When asked to read part of the selection, she was able to read most of the text, using phonics to figure out those she didn't immediately recognize.

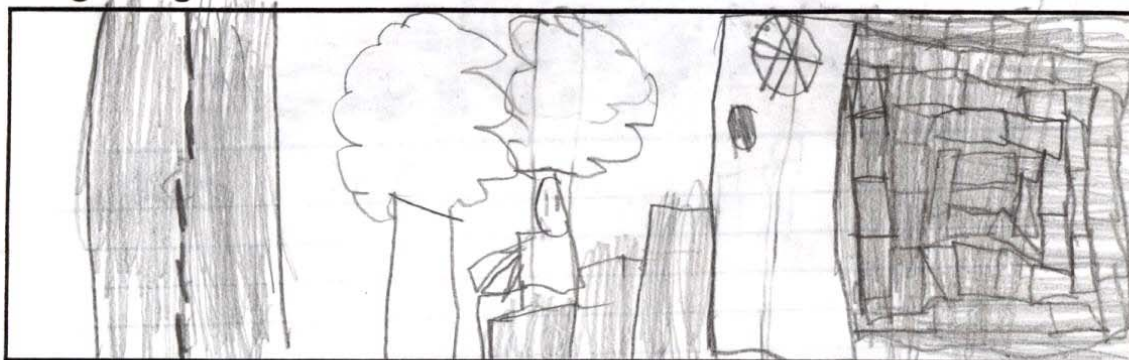
- tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context
- recognizes an increasing number of common sight words
- responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete; 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

Title Sara Brown Says
Hello

Author _____

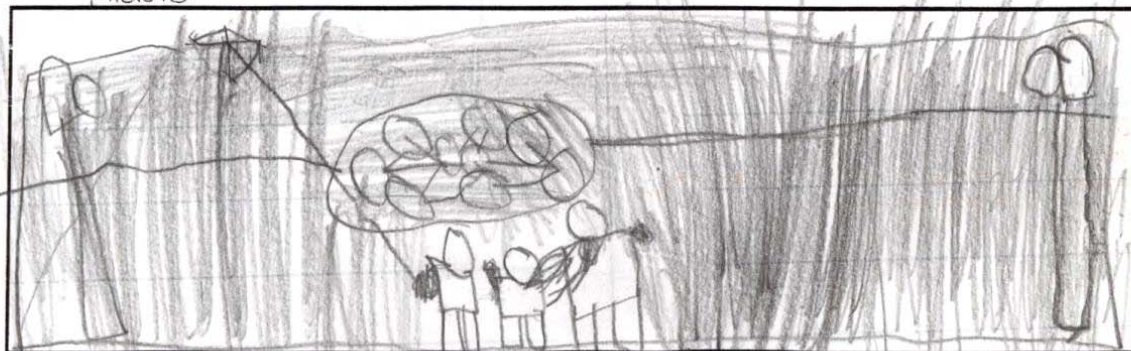
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Beginning

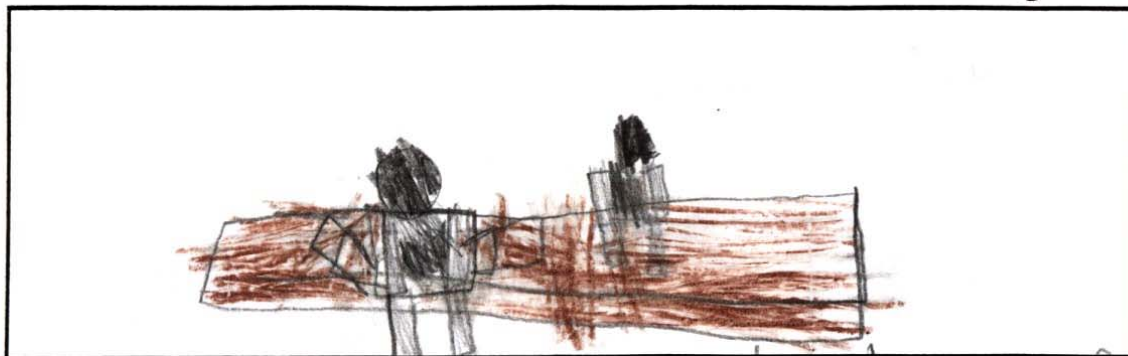


Sara Brown wanted a friend
because she wanted to have
someone to play with.

Middle



Sara Brown had her kite
only black marker left and
put Sara Brown on her kite.

Ending

Sara Brown and her friend
made kites.

Sara Brown had a ki-

te. Sara Brown can fly a

Characters

Sara Brown

Sara's friend

Setting

playground

home

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student answered both oral and written questions with complete and accurate information, offering some detail in her answers and explanations. When reading orally, she had was able to quickly figure out new words, although she needed prompting for one. She voluntarily offered her opinions about that story.

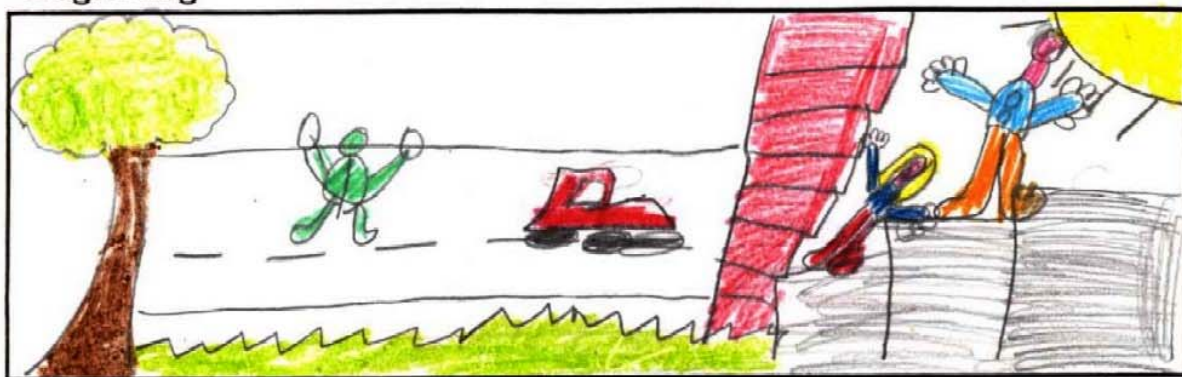
- combines phonics, word structure (patterns, endings), and context clues to figure out new words; usually successful with simple words; may need support (e.g., (“What would make sense and sound right?)) for more complex or irregular words (e.g., *daughter*, *restaurant*.)
- recognizes an increasing number of sight words
- 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
- uses relevant details in answers and explanations
- makes basic inferences about characters (how they feel, why they act as they do) and events
- expresses simple opinions about stories or characters and provides simplistic reasons, usually related to the topic

Title Sara Says Hello

Author Sharon Siamon

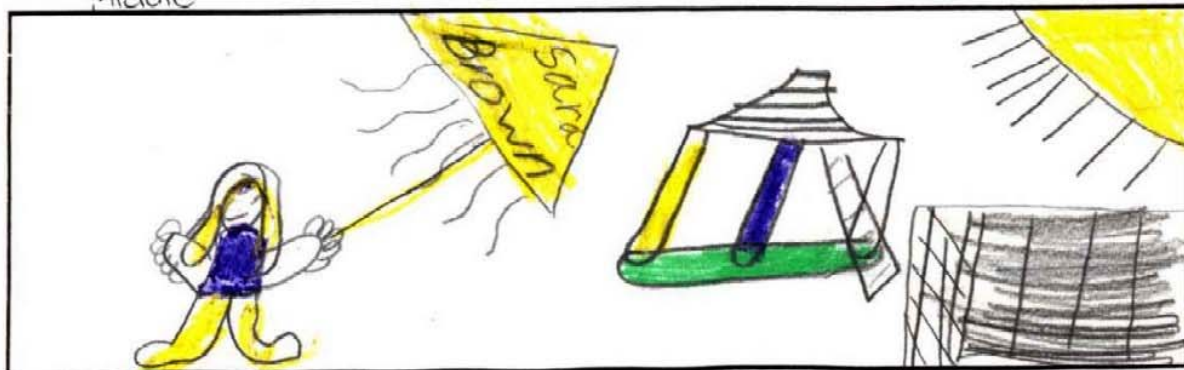
Name: _____

Beginning



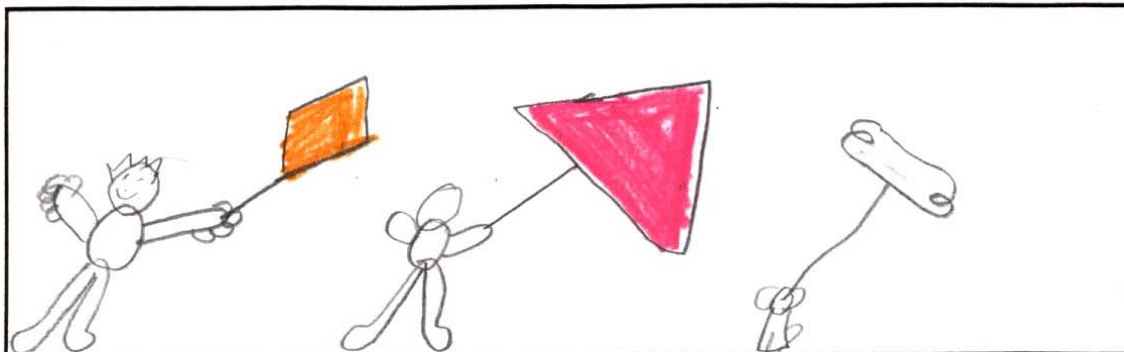
Sara doesn't know anybody because
she just moved there.
Sara had now one to play with.
Sara goes in side to get her kite.

Middle



Sara goes to the park and flies
her kite.
The kids see Sara's kite.
Sara asks the kids if they want to fly
her kite.

Ending



Sara makes new friends.
 Sara makes kites with her friends.
 Sara invites her friends over.

Characters

Sara,
 Red haired girl
 Dad,

Setting

At the park,
 And at home.

Grade 2 Reading Literature: Additional Sample 2

Frog and Toad: *Alone*

Context

Prior to this activity, students had read several Frog and Toad stories as a class, and with partners. Several students had also read Frog and Toad stories independently. However, this story was new to the class.

Process

- The teacher explained that students would be reading a Frog and Toad story called *Alone* and invited students to share their feelings about being alone, and to describe a time when they were alone.
- In pairs, students made two lists:
 - Things you can do alone
 - Things you can't do alone
- They met in fours to share their ideas and lists.
- Students read the story independently. Students who were having difficulty joined the teacher in a small group for support.
- The teacher provided a template and asked students to complete a storyboard (pictures and summary) of at least four events, including a beginning, middle, and ending. Students began by drawing their pictures; then completed a written retelling.
- After students completed their written retelling, the teacher met with selected students independently, and:
 - completed a running record as students read a portion of the story
 - invited students to talk about their reading strategies
 - asked several questions about the story.

Not Yet Within Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student was unable to provide accurate information about the story, but was reluctant to admit he was having trouble, and invented his own ideas about the story. When reading orally, he did not want any support.

- 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
- recognizes some common sight words (e.g., *the*, *at*, *want*, *they*, *little*)
- 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)
- often unable to make connections because they do not understand the story (tend to have a 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)

Story Title: Alone

Author: A. Lobel



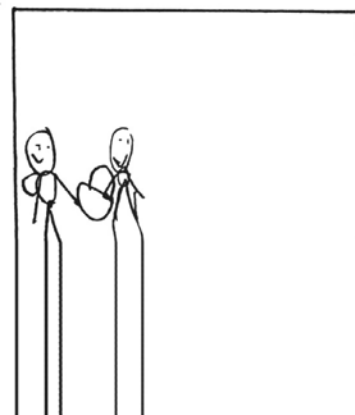
Toad so the note on the door.



Thin Toad was Alone
he was finding frog.



Thin Toad so frog
He sed say frog.



Thin frog and Toad
becam. best friend
again.

Running Record Sheet

Name: _____ Date: Feb. 27, 2001

Book/Selection: _____

Number of words correct _____
 Number of words in selection _____ $\times 100 =$ _____ $\times 100 =$ _____ % (accuracy)

Easy 96%–100%	Instructional 90%–95%	Hard 89% and below
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Page	Title _____ Level _____	Comments
p. 64	<p>✓ ✓ ✓ sat at ✓ island on the sealand</p> <p>✓ ✓ ✓ ? ✓ ate sandwiches repeated</p> <p>✓ ✓ tie / tie</p> <p>✓ ✓ ✓ ✓ ✓ satting / satting ✓ ✓</p>	<p>lacking word attack strategies weak interferes w/ phrasing & comprehension tries to hide his weaknesses -repeats</p>

What was the story about?

it's about F + T being alone

Who was in the story? F ✓ T ✓

What was the problem?

that ~~frog~~^{toad} was sad because toad had left him.

How did try to solve the problem?

that toad saw frog & said hey frog - come here
he went on the river and then behind him +

~~frog was crying~~
What advice did the turtle give?

some eggs - that he was going to eat eggs
but he couldn't & that's how he found frog

How did it turn out in the end?

that frog found toad, they became best friends
and they never left each other again

Why was Frog on the island? because he couldn't
swim - that's why he was on land.

What feelings did have?

that he was thinking about frog & frog was on
the rock because he could swim?
Is there any advice you would have given...

that frog & toad became best friends forever

Can you think of a time you wanted to be alone?

6 o'clock a night time because nobody lets me play with them & so I watch TV.

~~Have you ever felt like ... ?~~

Did you like the story? Yes

Can you tell why? because frog & toad were best friends

What was your favourite part? the ending
Read it to me.

Meets Expectations (Minimal Level)

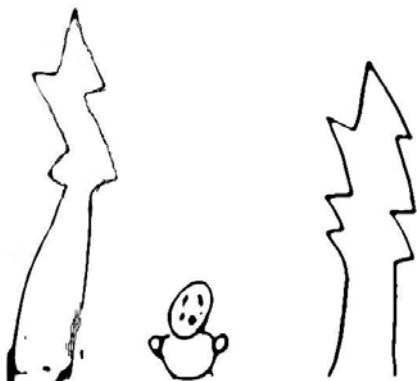
	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

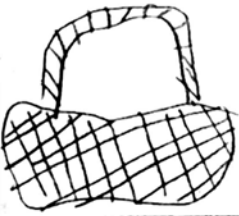
Note: only the students' written work and the teacher's summary (below) are provided for this student; specific conference notes and the running record are not available.

During the conference, the student was hesitant and clearly worried about reading part of the book aloud. With help, she was able to figure out some words that were unfamiliar, but she tended rely on phonics without considering context (semantic and syntactic clues.) With teacher prompting she provided minimal connections and reactions, saying for example, "yes, I like Frog and Toad" when asked to explain why she liked the story.

- frequently self-corrects and looks for help when reading orally; tends to read slowly with little expression
- 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
- 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
- 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.")



Food found a note at frog's door
 and it said Dear Food I am
 At home I went out to be
 Alone and food went searching
 for frog and he searched
 he searched in the woods
 food went to the wood and
 frog was not there
 poor frog said food
 he must



poor frog said Toad
 he must be very sad I will
 cheer him up Toad ran
 home he made sandwiches
 and made ice tea
 frog and toad lived
 happy after

WORKING DRAFT SEPTEMBER 2000 (GRADE 2)

Grade 2

Fully Meets Expectations	Gr. 2 Questions
<i>The student reads a variety of short, simple materials independently and with understanding. Work is generally accurate.</i>	
<ul style="list-style-type: none"> 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 for more complex or irregular words (e.g., "What would make sense and sound right?") recognizes an increasing number of sight words 	<ul style="list-style-type: none"> Easy. You're learning the first words & it makes it so you can read now So it's not like "I hate this book!" It's a kid's book. And so it makes it character It's an easy stories Yes Island. You told me & then I remembered it. No
<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 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) 	<ul style="list-style-type: none"> A frog & a toad who are best friends toad, frog & sandwiches & iced tea The island part By jumping off the turtles back so he could see frog looked in book read pg 60 Sad, angry, mad, silly, confuse When frog left that note & toad went through all that trouble he found out nothing was wrong so he felt silly He wanted to spend time with him Don't do anything. Tomorrow is
<ul style="list-style-type: none"> makes concrete connections to own experiences or other stories if prompted (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 like dogs.") 	<ul style="list-style-type: none"> going to be a next day

- Happily ever after with silly Frogs & Toads. yes it was.
 - No. Yes, every body's different. I'm different I have no friends.
 - No
 - yes, but don't remember. Well I was with Dwayne then he left when they fought

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- Yes, just because.
 - He falling & jumping into the river pg. 60

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student was able to read, retell, and respond to the story with generally complete and accurate answers.

- approaches the task confidently; became more fluent as the story progresses
- 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., *daughter*, *restaurant*.)
- recognizes an increasing number of sight words
- 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
- 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.”)

Story title: Alone

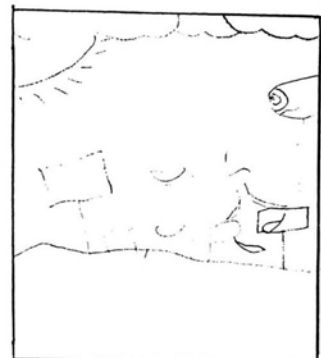
Author: A. Lobel



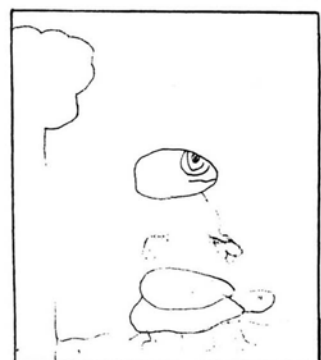
Toad went over to frog's
and there was a note on
the door and it said dear
toad I am not home
I want to be alone toad



was mad at frog so he
kicked the door. toad looked
for frog he looked in the
woods for a hour and he
still did not see frog so
he looked some more and
so he gave up for looking



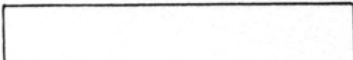
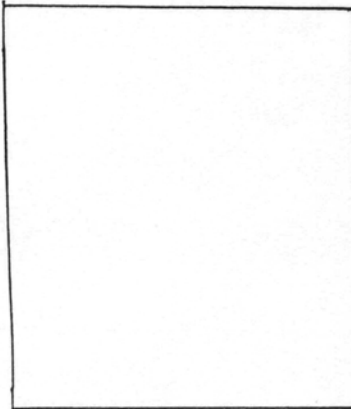
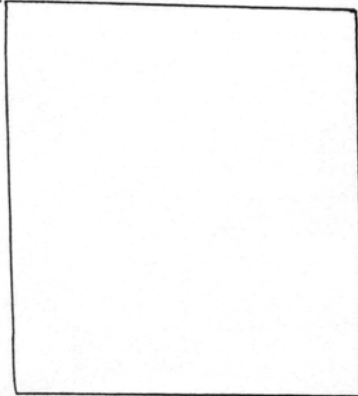
for frog in the woods. toad
looked for frog in the
garden and he was not
there so toad looked
in the garden some more
toad just had to find



frog but he couldnt find
frog so he gave up for
looking for frog in the
garden and now toad looked
for frog in the river
and he found frog filly

Story Title: _____

Author: _____



and he waveed his jockit
but frog cudint her him
and he shot id frog it's me.
wor best friend toad and the
turtle made toad fall in to the
river and frog pold toad on to
the island and frog told toad
way he wanted to be Alone
ther basket was ruind. frog I
felt good because the sun
was shining I felt good
becouse I was a frog and
I felt good becouse I
have you for a friend frog
and toad sat on the island
all afternoon Alone no one
bother and thay ate lunch.

What was the story about?

Frog + Toad were best friends.

Who was in the story? Turtle Frog Toad

What was the problem? That Fr. wanted to be alone,

Toad was looking & couldn't find him. he looked - , - + -
and he found him on the island.

How did try to solve the problem?

by making a picnic for them Toad asked turtle
if he could bring him to the island where Frog was.

What advice did the turtle give?

- that if Fr. wants to be alone you should
just leave him alone.

How did it turn out in the end? Fr + Toad were
eating wet sand & no ice tea. They sat on the island
the whole afternoon.

Why was Frog on the island? because he wanted to be
alone

What feelings did have? he was happy because it was
a beautiful day & Fr + Toad were best friends.

Is there any advice you would have given? (Toad?)

- just leave him alone if that's what he wants.

Can you think of a time you wanted
to be alone? ~~no~~

Have you ever felt like ... ?
~~no~~

Did you like the story? ~~yes~~
Can you tell why? ~~don't~~

What was your favourite part? ~~When toad was~~
Read it to me. ~~looking for Fr.~~
~~everywhere.~~

Grade 2 Reading Literature: Additional Sample 3

The Boy Who Would Be Ruler

Context

Students in the class participate in a wide variety of independent, shared, and guided reading activities. Sometimes, students choose their own books from a classroom collection; other times, the teacher selects a book or story.

Process

Students were given the story, “The Boy Who Would Be Ruler” (Ginn Collections: Blue Teacher’s Guide) and asked to read the story independently; then retell it in their own words.

After their written retelling, the teacher conferenced with selected students, individually, and noted words that were sounded out, self-corrected, provided by the teacher. (*Note: the teacher’s conference records are not available here.*)

Once they had read the selection aloud, students were given the opportunity to go back and change their story. Only one student did so.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

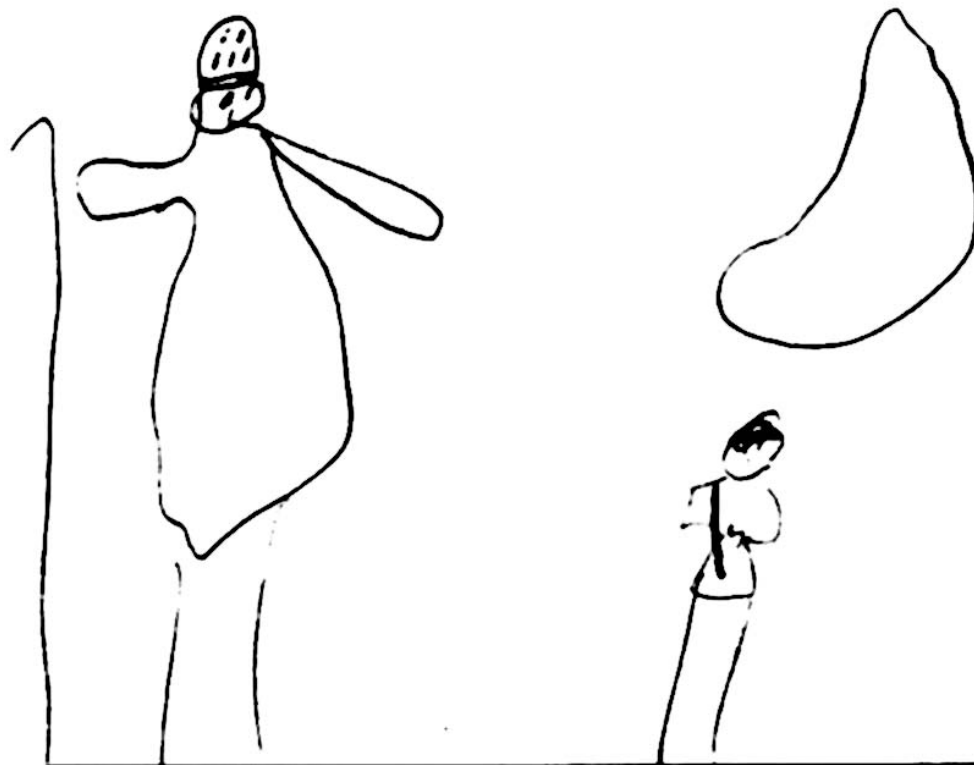
Note: only the students' written work and the teacher's summary (below) are provided. Specific conference notes are not available.

During the individual conference, the student frequently checked his understanding of the story, and reread parts he was not sure of. When he encountered new words, he focused on phonics to figure them out. The written retelling of the story contains accurate information, although some key parts of the story are missing.

- reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)
- tends to rely on phonics to figure out new words; if given support, can use word structure (patterns and endings) and context
- 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)
- 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



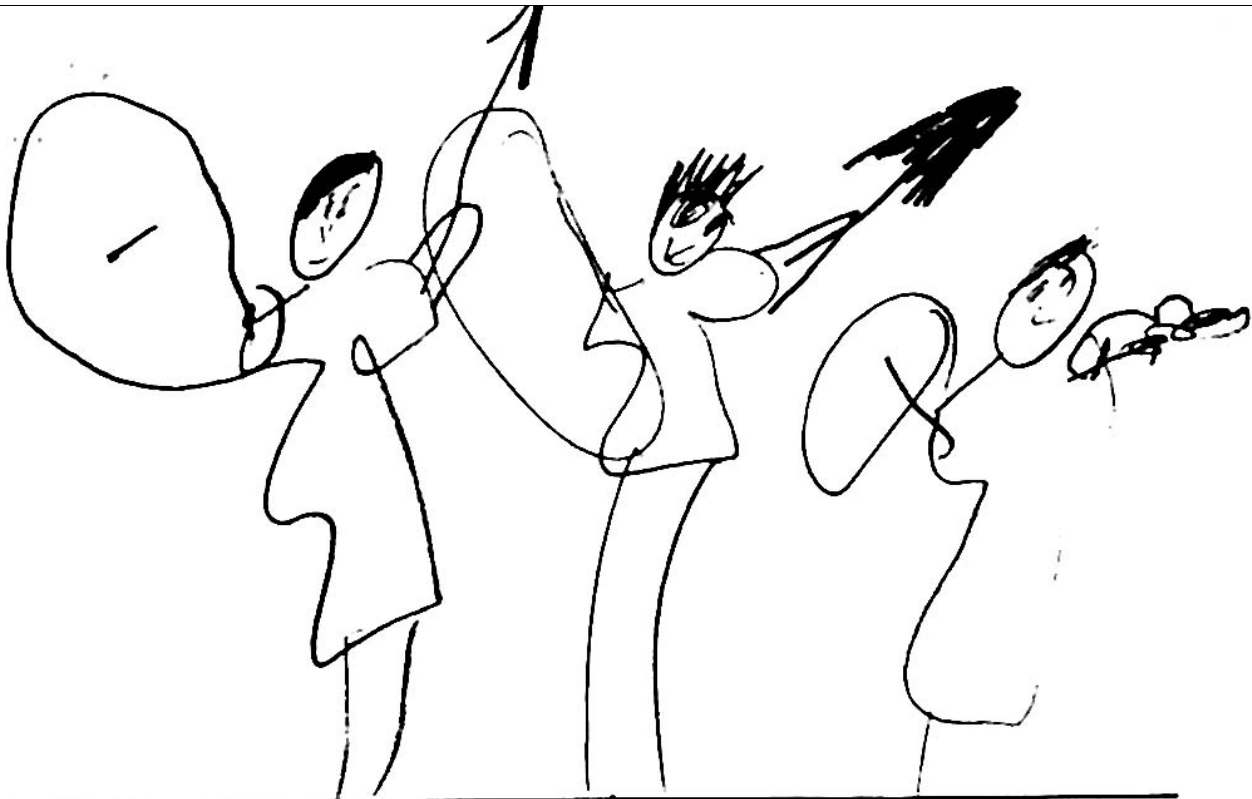
Long long a go
there lived a little
boy. he likes to
run a lot.
he said one day
I want to be
a pilot.



One night his
 Dad came to
 home I am
 proud of you
 What have you learned

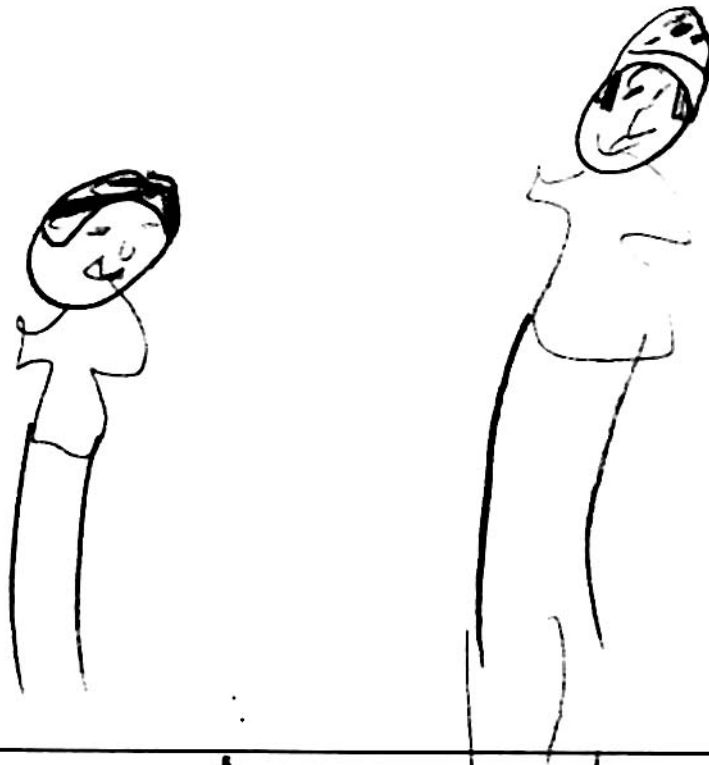


One day he was
 sitting in his chair
 It felt nice but
 Later he started
 craning be cus it
 hurted his back.

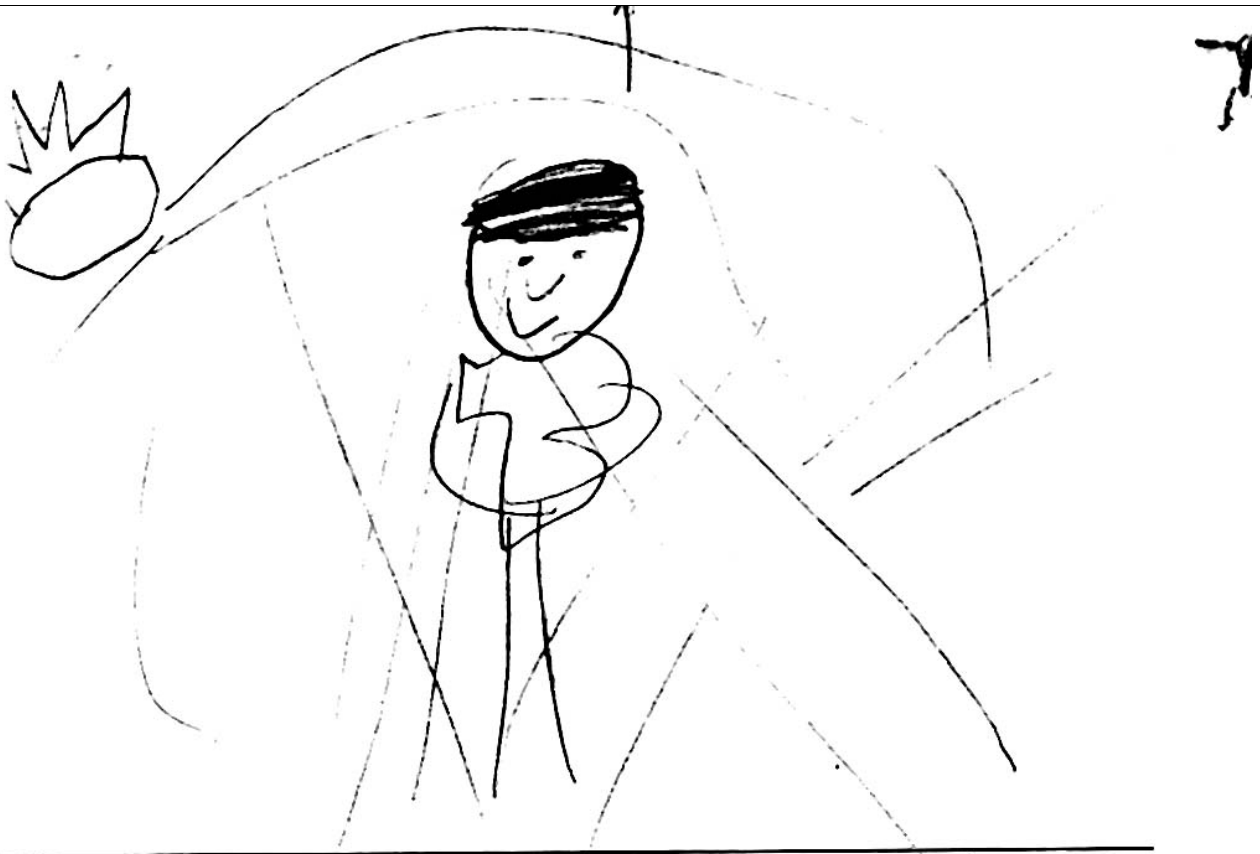


I wonder what
 we heart is saying

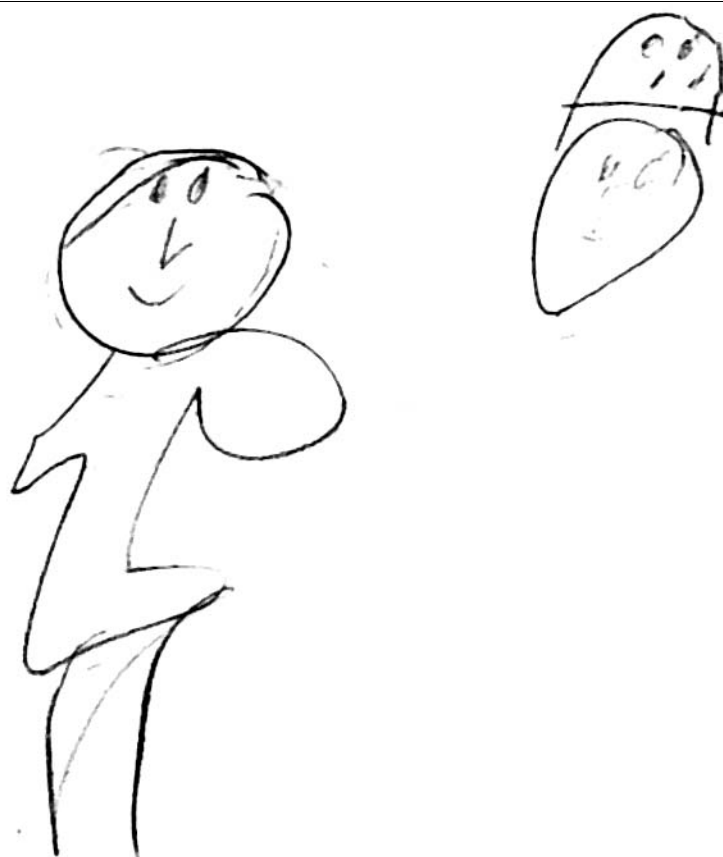
Do you still have to
 walk with the crown.
 What is your heart
 telling you



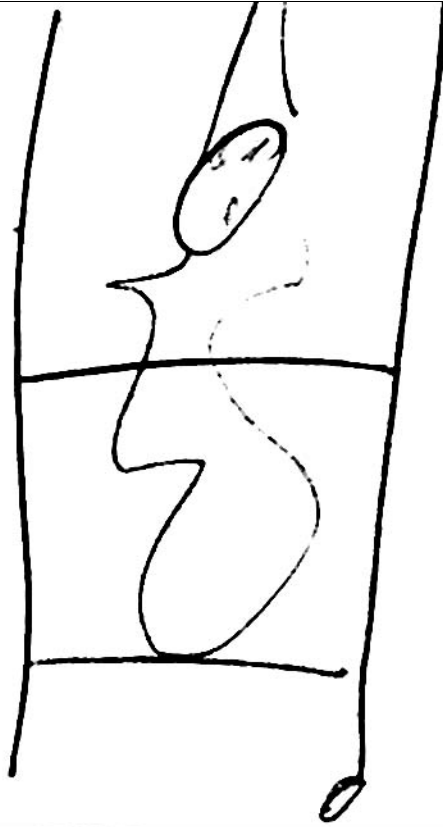
The day he said
 am if am I the
 best in the words
 I do not no sun
 askoe god now



Very very good
 sun you did
 it My heart is
 strong said the
 little boy And his
 dad



My son you
Lord so much
stuff for day



Many yors latter
he was the
prins

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

During the conference, this student consistently read for meaning, and reread to self-correct when one part did not make sense to him. He used a variety of strategies to figure out new words, including phonics and word endings. With some prompting, he also considered context (syntactic and semantic cues.) The student's written retelling is generally complete and accurate, with events in the correct sequence.

- reads for meaning; checks to make sure the selection is making sense; rereads to check and confirm meaning (may need prompting)
- combines phonics, word structure (patterns, endings), 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., *daughter*, *restaurant*.)
- responses to comprehension questions or tasks are generally accurate and complete; may be vague or unclear in places
- retells main events in correct sequence
- includes some details in answers and explanations

A boy was running with the
wind and worked to
become a ruler. He
started sitting in one of
the ruler chairs his

back started to hurt.
He betened he was
sending brave men to
face war. He put
the heaviest ruler crown in

the land, but, it fell to the
ground. One day the boys
dad came in to say my
boy I shall talk to
you. you pratikised

sitting in the rulers chair.
bravely sending men
to war plus walking
tall with the heaviest
crow in the land
What have you learned?

The boy learned sitting
in the rulers chair is
DIFFICULT to be in. That sending
people off to war is not the
right thing to do. It is more
fun to run.
~~And he~~ He learned to be a ruler.

Grade 2 Reading Information: Additional Sample 1

Comparing Frogs and Toads

Context

This activity was part of an ongoing study of amphibians. Students had previously worked together to share information about frogs and toads, and find new information in simple reference books with the teacher's help.

Process

The teacher provided each student with a copy of a book about frogs and toads. Students read the book independently, then used the information to complete a template the teacher provided where they recorded facts telling how frogs and toads are the same and different. As part of the 'same' they illustrated and labelled the life cycle of frogs and toads.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student was able to provide some accurate information about frogs and toads with the teacher's assistance. The teacher prompted the student and completed some of the recording.

- 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 under categories or headings provided by the teacher

Name: _____

THE SAME BUT DIFFERENT
FROGS AND TOADS

The Same:

- amphibians: live on land and in water
- long sticky tongues
- big bulging eyes
- ear drums on outside of head.

LIFE CYCLE:

1. egg → 2. tadpole → 3. near frog/toad → 4. adult

But Different:

FROGS	TOADS
smooth skin	bumpy skin
Frogs jump farther	shorter legs
Frogs live in wet places	Toads live on dry land
teeth	no teeth

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student was able to read the selection independently and complete with accurate information.

- responses to comprehension questions or tasks are generally accurate and complete
- accurately identifies most main ideas; tends to rely on the words of the text
- uses relevant detail in answers and explanations
- can record some accurate information under categories or headings provided by the teacher (e.g., food, habitat)

THE SAME BUT DIFFERENT
FROGS AND TOADS

The Same:

- amphibians! live in water and on land
- big bulging eyes
- ears like drums called tympanums

LIFE CYCLE:

1. egg → 2. tadpole → 3. young frog/toad → 4. adult

But Different:

	FROGS	TOADS
skin	Frogs have shiny smooth skin	Toads have rough, bumpy skin
legs	Frogs have long legs	Toads have short legs
live	Frogs live in water	Toads live on land
jumping	Frogs jump higher	Toads jump lower

Grade 2 Reading Information: Additional Sample 2

The 5 W's

Context

Students had a wide variety of experiences with information selections including articles about science, social studies, fine arts and personal topics (e.g., families.) Previously, the students had learned about the 5 W's and looked for them in information articles.

Process

The teacher provided collected newspaper articles about children and pets, and read them aloud. After each one, students collaborated to identify the five W's: who, what, where, when, and why.

The students independently read the article, "In the News" A Dog Named Pal" (in Nelson Canada: *Reach Out.*) and completed a 5 W's template provided by the teacher.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student has provided some accurate information from the article, but misses a key point (losing and finding the dog.)

- responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete
- identifies the topic; may need support to recall main ideas
- provides a few accurate details in answers and explanations
- records some accurate information under categories or headings provided by the teacher



The 5 W's



Fill in the chart with information from the news story.

Who?	siKundar chan pal edmund laura
What?	moveing home family
Where?	vancouver landner
When?	Agust 18 Agust 15 Agust 17 Agust 16
Why?	because they might miss there dog.

Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

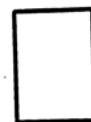
Teacher's Observations

The student has provided accurate information for all of the categories although some of it is not specific (e.g., “who”)

- 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
- uses relevant detail in answers and explanations
- can record some accurate information under categories or headings provided by the teacher



The 5 W's



Fill in the chart with information from the news story.

Who?	Pal and thier family.
What?	Pal got lost when they moved.
Where?	vancouver and ladner
When?	Agust 15th and Agust 18th.
Why?	Because the movers thought the dog was in the car.

Grade 2 Reading Information: Additional Sample 3

Fox Pups

Context

Students had several previous experiences talking about their reading strategies, and recording and organizing information they read, using charts and webs.

Process

After students had read several information selections as part of shared reading and guided reading, the teacher asked them to read a selection about fox pups independently. Prior to reading, they reviewed their strategies for reading information, but did not discuss the topic. Students read independently; then answered four questions:

- Write one sentence to tell what this selection is about.
- Make a list of things you noticed about the selection before you started to read.
- Write down one new word you found in “Fox Pups.” Tell how you figured out what it means.
- Make a web or chart to show what you learned about fox pups.

Meets Expectations (Minimal Level)

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student has provided some accurate information about the article and the ideas it presents.

- responses to comprehension questions or tasks include some accurate information; parts may be inaccurate or incomplete
- identifies the topic
- provides a few accurate details in answers and explanations
- records some accurate information (often unsorted)

Student Response Sheet: Fox Pups

1. Write one sentence to tell what this selection is about.

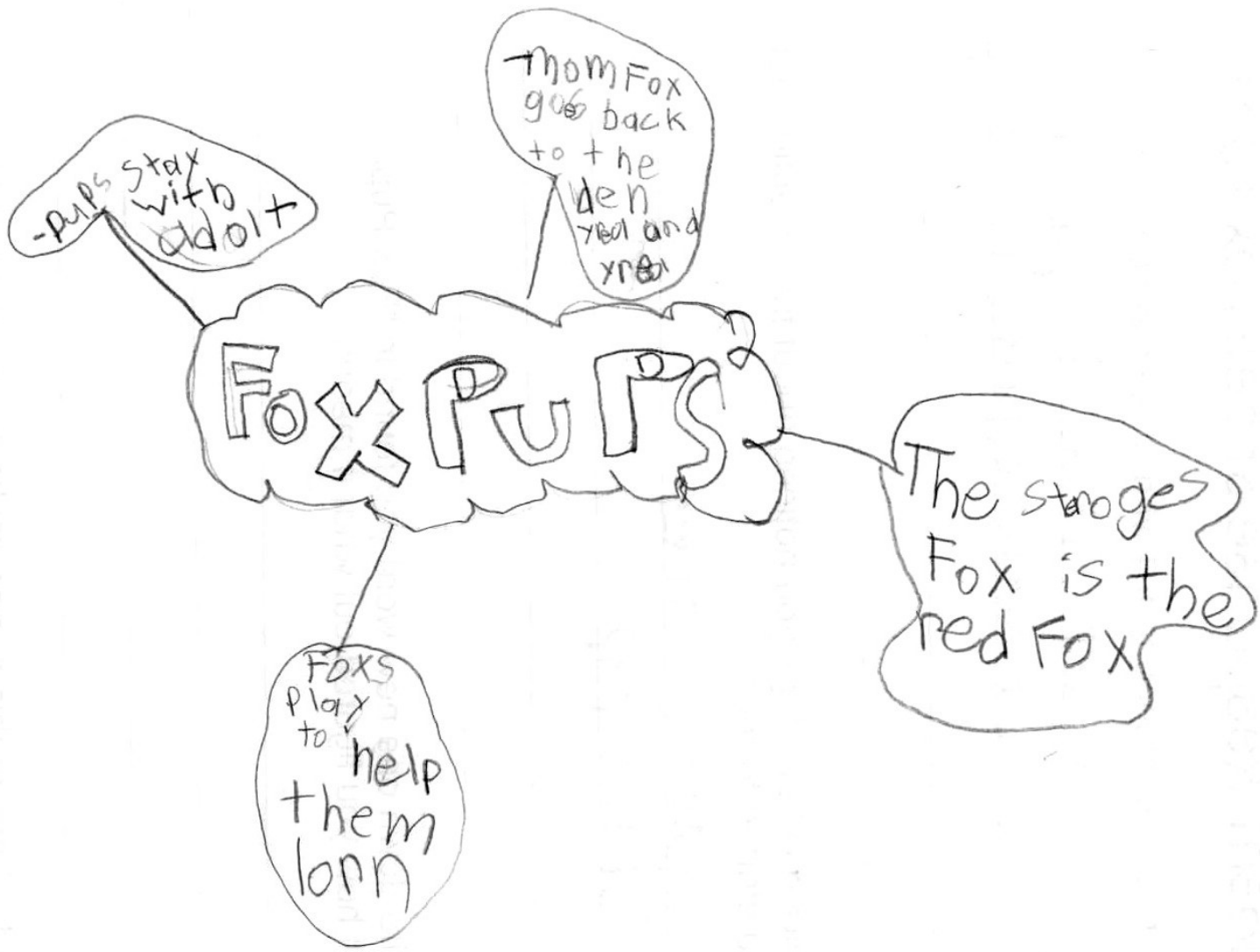
I found out that fox pups like
to play. It was about fox pups.

2. Make a list of things you noticed about the selection before you started to read.

- Pictures of foxes
- told Fox Pups

3. Write down one new word you found in "Fox Pups."
Tell how you figured out what it means.

4. On the back of this paper, make a web or chart to show what you learned about fox pups.



Fully Meets Expectations

	NOT YET	MEETS	FULLY	EXCEEDS
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
RESPONSE				

Teacher's Observations

The student has provided accurate information from the article, and attempted to create own categories for organizing information with limited success

- responses to comprehension questions or tasks are generally accurate and complete
- accurately identifies most main ideas; tends to rely on the words of the text
- includes some detail in answers and explanations
- can record some accurate information under categories or headings provided by the teacher (e.g., food, habitat) [*attempted to create own categories with limited success*]

Name: _____ Date: May. 1/01

Student Response Sheet: Fox Pups

1. Write one sentence to tell what this selection is about.

Its about fox pups and how
they grow up. Its also about
what thipec of dens they live
in.

2. Make a list of things you noticed about the selection before you started to read.

I noticed that there were foxes
on the pictures. I noticed there was
an Author. I noticed there was
a pice of information blow each picture.

3. Write down one new word you found in "Fox Pups."
Tell how you figured out what it means.

4. On the back of this paper, make a web or chart to show what you learned about fox pups.

Fox Pups

Dens	About Pups		
A mother fox finds a nice den for her pups to be born.	Pups love to play.		
	Newborn pups look nothing like their parents.		
The den maybe a: hollow log, a empty cave, a tunnel she digs or a burrow that an other animal made.	They don't have pointed fox faces.		
	Their snouts are short and rounded.		
	Fox pups mostly play with other fox pups.		