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)**

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**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

Author: 

Name: 

Beginning

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

Middle

Sara Brown had her only black marker left with her.
Sara Brown and her friends made kites.

Sara Brown had a kite. Sara Brown can fly a kite.

Characters
Sara Brown

Setting
playground

Sara said
home
Fully Meets Expectations

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 Sieman

Name: 

Beginning

Sara does not know anybody because she just moved there. Sara had no one to play with. Sara goes inside 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.
Sara makes new friends.
Sara makes kites with her friend.
Sara invites her friend over.

Characters
Sara
Red-haired girl
Dad

Setting
At the party
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

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. Label

Toad so the note on the door.

Thin toad was alone.
He was finding frog.

Thin toad so frog
He said hop frog.

Thin frog and Toad
became best friends again.
# Running Record Sheet

**Name:**

**Date:** Jan 27, 2001

**Book/Selection:**


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\frac{\text{Number of words correct}}{\text{Number of words in selection}} \times 100 = \quad \times 100 = \quad \% \text{ (accuracy)}
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*Copyright © 1999 ITP Nelson 193 Blackline Master 36/Assessment: Running Record*
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 was sad because toad had left him

How did they try to solve the problem?
   toad saw frog & said hey frog come here
   he went on the river & 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 they have?
   that he was thinking about frog & frog wasn't
   the book 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?

Let's 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)**

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**Teacher’s Observations**

*Note: only the students’ written work and the teacher’s summary (below) are provided for this students; 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.”)
Frog took a note at frog's door and it said: Dear Frog I am at home. I went out to be alone and told want some for frog and he went to the woods. Frog went to the woods and frog was not there. Poor frog said: Frog he must.
Poor frog said Toad
he must be very sad I will
Cheer him up Toad run
home he made sandwiches
and made iced tea
frog and toad lived
Happy after
## Grade 2 Questions

- **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 kids book. And so it makes it character.
  - Yes? Island. You told me then? I remembered it.

- I frog & a toad who are best friends. Toad, frog & sandwiches. Iced tea.
  - The island part.
  - By jumping off the turtle's back so he could see frog. Looked in book, read it go, too.
  - Sad, angry, mad, silly can use. When first left that note. If road went through all that trouble.
  - Found out nothing was wrong so he felt silly.
  - He wanted to spend time with him.

- Don't do anything. Tomorrow is 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.

Yes, just because.

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**Working Draft Only.** For information about further development of the performance standards and opportunities to participate contact Nancy Walt, Ministry of Education (250) 356-0519 or e-mail Nancy.Walt@gov.hl.bc.ca.
Fully Meets Expectations

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.”)
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 couldn't 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 fifty
and he waved his jocket but frog said in her him and he solved frog its me worst friend bad and the turtle made road fall in to the river and frog pole road on to the island and frog told road way he wanted to be alone their basket was rung frog I felt good because the sun was shining I felt good because I was a frog and I felt good because I have you for a friend frog and road sat on the island all afternoon alone no one bother and they ate lunch.
# Running Record Sheet

Name: ___________________________ Date: ___________________________

Book/Selection: ___________________________

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good accuracy  
& phrasing |
| 56   |       |       | Say  
go back to words  
I can't read.  
break it down  
somewiches |
|      | missed away | | finger tracks |


What was the story about?
Frog and Toad were best friends.

Who was in the story? Turtle, Frog, Toad.

What was the problem? That Toad wanted to be alone.

Frog was looking for him, couldn't find him. He looked around and found him on the island.

How did they try to solve the problem?
By making a picnic for them. Frog asked turtle if he could bring him to the island where Frog was.

What advice did the turtle give?
That if Toad wanted to be alone, you should just leave him alone.

How did it turn out in the end? Frog and Toad were eating crust sand and ice cream. They sat on the island the whole afternoon.

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

What feelings did they have? He was happy because it was a beautiful day, and they were best friends.

Is there any advice you would have given?
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 looking for In. 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)

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 ago there lived a little boy. He liked to run a lot. He said one day I want to be a doctor.
Dad came to hear. I am proud of you. What have you learned.
One day he was sitting in his chair. It felt miss but later he started crying. Because it hurt his back.
I wonder what
we are saying.
Do you still have to
walk with the crown.
What is your heart
telling you?
One day he said
am I, am I the
best in the words
I do not no sun
asked god now
Very very good
sun you did.

It's My bert is
Strong I said the
little boy. And his

dad
My son, you Lord so much stuff today.
Mary yours latter
he, was the
prins


**Fully Meets Expectations**

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**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

*Abby 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 should talk to you. You praticised
sitting in the ruler's 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 ruler's 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 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)**

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**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
**Fully Meets Expectations**

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**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)
**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)

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
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<tr>
<td><strong>Why?</strong></td>
<td>Because they might miss their dog.</td>
</tr>
</tbody>
</table>
Fully Meets Expectations

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
<table>
<thead>
<tr>
<th><strong>Who?</strong></th>
<th>Pal and their family.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What?</strong></td>
<td>Pal got lost when they moved.</td>
</tr>
<tr>
<td><strong>Where?</strong></td>
<td>Vancouver and Ladner</td>
</tr>
<tr>
<td><strong>When?</strong></td>
<td>August 15th and August 18th</td>
</tr>
<tr>
<td><strong>Why?</strong></td>
<td>Because the movers thought the dog was in the car.</td>
</tr>
</tbody>
</table>

Fill in the chart with information from the news story.
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)

<table>
<thead>
<tr>
<th></th>
<th>NOT YET</th>
<th>MEETS</th>
<th>FULLY</th>
<th>EXCEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNAPSHOT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSE</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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
   - 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.
**Fox Pups**

- Pups stay with adult.
- Foxes play to help them learn.
- Mom Fox goes back to the den,.Feed and prey.

The story:

Fox is the red fox.
Fully Meets Expectations

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 11/01

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