

English Language Arts Grade 2 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Just Watch Me) community (e.g., People and Places) social responsibility (e.g., Friendship) and make connections to prior learning and experiences.	I rarely respond to texts that relate to identity, community, or social responsibility.	I sometimes respond to texts that relate to identity, community, or social responsibility.	I respond to a variety of texts related to identity, community, or social responsibility.	I respond and explain with examples how a text I view listen to and read relates to the theme of identity, community, or social responsibility.
	I rarely connect situations portrayed in text to personal experiences or prior learning.	I sometimes connect situations portrayed in text to personal experiences or prior learning.	I connect situations portrayed in text to personal experiences and prior learning.	I connect and compare situations portrayed in text to personal experiences and prior learning.
	I rarely identify similarities or differences between what is known, and what is presented in texts.	I sometimes identify similarities or differences between what is known, and what is presented in texts.	I identify similarities and differences between what is known, and what is presented in texts.	I identify, compare and explain similarities and differences between what is known and what is presented in texts.
Comments				

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CR 2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	I identify a few key elements and details from a visual text.	I identify most of the key elements and details from a visual text.	I identify and explain key elements (e.g. colour, layout, medium, special fonts) and details from a visual text, with evidence from the text.	I identify, explain and compare key elements and details from a visual text with detailed evidence from the text.
	I rarely describe the purpose of a visual message.	I sometimes describe the purpose of a visual message with evidence from the text.	I describe the purpose of a visual message, with evidence from the text.	I describe and explain the purpose of a visual message with evidence from the text.
	I rarely use appropriate before, during or after viewing strategies	I sometimes use appropriate before, during, or after viewing strategies.	I select and use appropriate before, during, and after viewing strategies.	I select, use and explain appropriate before, during and after viewing strategies.
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CR2.3 Listen and retell (with support from the text) the key and literal and inferential ideas (messages) and important details heard in small and large group activities, and follow oral directions and demonstrations.	I retell a few details from texts I listen to.	I retell most of the key messages or important details from texts I listen to, with reference to the text.	I retell the key messages and important details from texts I listen to, with reference to the text.	I retell and explain the key messages and important details from texts I listen to, with evidence from the text.
	I am unable to retell the ideas and information I hear in small and large groups.	I retell some ideas and information I hear in large or small groups.	I retell important ideas and information I hear in small and large groups.	I retell and explain important ideas and information I hear in small and large groups.
	I unable to listen to and follow oral directions.	I sometimes listen to and follow oral directions.	I listen to and accurately follow oral directions.	I listen to and accurately follow multiple oral directions .
	I am unable to retell the important steps in demonstrations.	I sometimes follow and retell the important steps in demonstrations.	I follow AND retell the important steps in demonstrations.	I follow, retell, and explain the important steps in demonstrations.
	I rarely use before, during, or after listening strategies.	I sometimes use before, during, or after listening strategies.	I select and use before, during, and after listening strategies.	I select, use and explain before, during, and after listening strategies.
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CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	I am unable to retell the sequence of events of a story I read.	I sometimes retell the sequence of events of a story I read.	I retell the sequence of events and identify the key elements of a story I read.	I retell the sequence of events and identify details and key elements of a story I read.
	I retell some of the basic ideas of informational texts.	I retell most of the key ideas and elements of informational texts.	I retell the key ideas and elements of informational texts.	I retell the key ideas, details and elements of informational texts.
	I rarely use before, during or after reading strategies.	I sometimes use before, during, or after reading strategies.	I select and use appropriate before, during, and after reading strategies.	I select, use and explain appropriate before, during, and after reading strategies.
	I unable to read grade-appropriate texts with fluency and expression.	I sometimes read grade-appropriate texts with fluency and expression.	I read grade-appropriate texts with fluency and expression.	I read a variety of above-grade appropriate texts accurately with fluency and expression.
	I rarely answer how, why, or what if questions.	I sometimes answer how, why or what if questions related to the text.	I answer and discuss how, why, and what if questions related to the text.	I give detailed answers to how, why or what if questions with reference to the text.
	I unable to read silently.	I sometimes read silently.	I read most texts silently.	I read all texts silently for an extended period.
	I recognize a few high frequency and irregularly spelled words.	I recognize most high frequency and irregularly spelled words.	I recognize high frequency and irregularly spelled words.	I consistently recognize high frequency words and irregularly spelled words.

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CR2.4 continued...	I rarely decode unfamiliar words in context.	I sometimes decode unfamiliar words in context.	I decode most unfamiliar words in context.	I consistently decode unfamiliar words in context using a variety of strategies .
	I identify a few basic structures or elements of text forms.	I identify most of the structures or elements of text forms.	I identify the structures and elements of various text forms.	I identify and explain the text structures and elements of various text forms.
Comments				