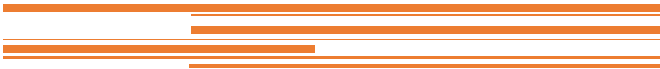




*Common Framework of Reference (CFR)
Condensed: Grade 2*



Revised: October 2020



PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

Introduction:

The following pages are a condensed version of the original CFR documents for reading and writing created in 2015 by the Ministry of Education in partnership with Saskatoon Public School Division.

In order to make the document more user-friendly for classroom teachers, Prairie Spirit School Division sought to create a similar resource that teachers could use for the purposes of assessment, reporting to parents, and directing their teaching practice. Key features are as follows:

1. One document has been created *for each grade* to reduce superfluous material.
2. The rubric is intended to be compact and easy to scan visually as a single two-sided document. The descriptors come straight from the original CFR documents.
3. The rubric is formatted as a checklist for teachers to use as formative assessment.
4. The rubric includes a space for student information so that teachers can print one for each EAL student to easily track their progress.
5. An appendix is included with material referred to in the rubric (ie. Sight word lists, semantic maps, vocabulary templates, etc.).
6. Grade level expectations are included from the original document in order to make it applicable to all students.
7. Writing exemplars from the original document are included to assist teachers in comparing and scoring accuracy, not only for the EAL student but for all students.

The rubrics in this document are intended for teachers as a way of updating parents on student progress during parent teacher interviews and/or for conferring with other teachers on student achievement. **These rubrics are NOT intended to give to parents.**

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General Overview for Grade Two Writing

A1.1	Grades 2 students at A 1.1 have a limited vocabulary repertoire of isolated words and phrases. At the A 1.1 stage, students can print their own name, copy/print names of familiar objects, and convey meaning through drawings. They are aware of left to right directionality and have some awareness of sound to symbol relationships.
A1.2	Grades 2 students at A 1.2 can produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences in the present tense using familiar, learned patterns.
A2.1	Grades 2 students at A 2.1 begin to use descriptive words, prepositions, and the conjunction, 'and'. They can use simple sentences and expressions to describe common objects and activities. They are beginning to use the past tense and singular and plural forms of words with growing accuracy.
A2.2	Grades 2 students at A 2.2 can communicate information on familiar topics using simple grammatical structures. Students at the A 2.2 stage are beginning to use additional parts of speech and an increased range of grammatical structures.
B1.1	Grades 2 students at B 1.1 have sufficient vocabulary to express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use content area vocabulary.
B1.2	Grades 2 students at B 1.2 can produce simple connected text on topics which are familiar or are of personal interest. B 1.2 students can describe experiences and events and briefly give reasons and explanations for opinions and plans.

Grade 2 CFR Writing Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary		A1. Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Can print or copy simple words, with assistance		Uses limited descriptive words (e.g. colours, sizes, shapes)		Beginning to use simple descriptive words about familiar subjects		Can use descriptive words relating to familiar topics (e.g. my family, a party)		Uses some content area vocabulary		Has sufficient vocabulary to write simple descriptions on a variety of familiar topics	
May write words of personal relevance (e.g. mom, dad)		Uses a few utility words and/or sight words		Begins to use simple prepositions (e.g. in, on)		Includes simple prepositions, with errors		Uses prepositions with increased accuracy		Uses prepositions with accuracy	
				Can produce personal word lists of familiar or recurring vocabulary		Beginning to use content area vocabulary		Can write simple descriptions on familiar topics		Often uses content area vocabulary	
				Can use visuals to create simple descriptions							

A1.1 Conventions		A1.2 Conventions		A2.1 Conventions		A2.2 Conventions		B1.1 Conventions		B1.2 Conventions	
Can write alphabet independently		Can represent sound-symbol relationships with some accuracy		Uses more sight words with greater accuracy		Demonstrates knowledge of beginning blends		Demonstrates knowledge of final blends		Edits own work, with support	
Holds writing tool effectively		Awareness of word families		Attempts phonetic spelling for entire words		Spells common high-frequency words with accuracy		Spells common words with accuracy		Uses grade/age appropriate conventions with accuracy	
Demonstrates some awareness of sound-symbol relationships		Beginning to use site sight words (e.g. <i>the, is</i>) with assistance		Demonstrates knowledge of word families (e.g. <i>-at, -in</i>)				Demonstrates knowledge of digraphs (e.g. <i>th, ch</i>)		Spells grade/age appropriate words accurately	
Single letter may represent word (e.g. beginning sound)		Attempts to use phonetic spelling for most words (e.g. beginning and ending consonants)								Demonstrates knowledge of diphthongs (e.g. <i>ow, oy, oo</i>)	

A1.1 Mechanics		A1.2 Mechanics		A2.1 Mechanics		A2.2 Mechanics		B1.1 Mechanics		B1.2 Mechanics	
Little awareness of punctuation and capitalization rules		Beginning to use capitals and periods		Uses capitalization and punctuation, with some errors		Uses punctuation and capitals with increased accuracy		Uses basic punctuation and capitals with accuracy		Beginning to use age-appropriate advanced punctuation	
		Attempts to leave spaces between words		Leaves spaces between words							

A1.1 Grammar & Syntax		A1.2 Grammar & Syntax		A2.1 Grammar & Syntax		A2.2 Grammar & Syntax		B1.1 Grammar & Syntax		B1.2 Grammar & Syntax	
		Can write in simple present tense using a sentence frame (e.g. <i>I like apples; I can jump</i>)		Attempts to use singulars and plurals		Uses simple grammatical structures		Demonstrates some understanding of word order, plurals and tenses		Demonstrates control of word order, plurals and tenses	
				Can write short sentences in simple past tense on familiar topics		Begins to use pronouns, with errors		Experiments with verb tenses, with errors		Uses multiple verb tenses and inflected endings with greater accuracy	
						Writes short sentences using irregular past tense verbs (e.g. <i>ate, saw</i>)		Uses subject-verb agreement with some errors		Uses subject-verb agreement with increasing accuracy	
								Uses inflected endings (e.g. <i>-ed, -ing</i>), with some errors			

A1.1 Ideas		A1.2 Ideas		A2.1 Ideas		A2.2 Ideas		B1.1 Ideas		B1.2 Ideas	
	Relies on visuals or illustrations to convey meaning		Can print/write very simple informal messages		Can write short sentences expressing wants and preferences		Writes descriptions of common objects, familiar places, people, surroundings, or activities using short, simple sentences		Can describe everyday places, objects or events, using complete sentences that are connected to each other		Can recount a personal experience, with details
	May not attempt to write letters or words		Can print/write simple information about themselves		Can write short sentences describing an image		Can write a summary sentence of a text's main ideas		Can write simple, short descriptions on subjects of interest		Can write a short descriptive narrative or expository text
	May write L1 words to communicate		Can print/write simple descriptions of everyday objects				Includes increasing amount of details (e.g. <i>where, what, when</i>)		Adds details and explanations to convey meaning, with assistance		Can write simple instructions about a familiar procedure (e.g. "how to")
			Labels personal drawings with familiar words (e.g. <i>dog, house</i>)				Can write and respond to brief notes of greeting, invitation, or thanks		Includes adjectives and adverbs		Adds details and explanations to convey meaning
									Writes simple instructions about familiar procedures, with assistance (e.g. sentence frame)		Can write about story elements (e.g. character, setting) using a graphic organizer

A1.1 Organization		A1.2 Organization		A2.1 Organization		A2.2 Organization		B1.1 Organization		B1.2 Organization	
	Uses left to right directionality		Beginning to write on the line		Can write within the lines		Generally able to stay on topic		Able to keep to one topic		Sequences text
					Begins to connect ideas using connecting words (e.g. <i>and, because</i>)		Writes straightforward text using simple conjunctions (e.g. <i>and, but, because</i>)		Sequences text, with support		Beginning to use transition words (e.g. <i>first, next, then</i>)
					Writes an introduction and/or conclusion to a story, with assistance						

A1.1 Form		A1.2 Form		A2.1 Form		A2.2 Form		B1.1 Form		B1.2 Form	
	Can copy or print/write own name		Can copy or print/write words being learned in class		Begins to use compound sentences		Uses compound sentences, with overuse of conjunctions (e.g. <i>and, then</i>)		Uses complex sentences, with assistance		Writes complex sentences, with support
	Can copy or print/write labels on familiar objects in a picture or diagram		Can label a diagram or illustration using familiar words from a list		Can label charts, diagrams and maps		Writes very simple stories (e.g. <i>What my dog did</i>)		Can produce writing in more than one genre		Can produce writing in a variety of genres (e.g. recount, narrative, description, story)
			Can fill in gapped text using a word list of familiar words		Uses limited, repetitive phrases		Writes simple questions		Can complete a simple paragraph, with support		Can complete a simple paragraph, with assistance
			Relies on patterned sentences, with assistance		Can create patterned sentences following a model		Co-constructs a simple paragraph, with support				
			Can write a simple sentence using a familiar, learned pattern		Can write simple questions, following a model						
					Can respond to simple questions using a sentence frame						

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 2

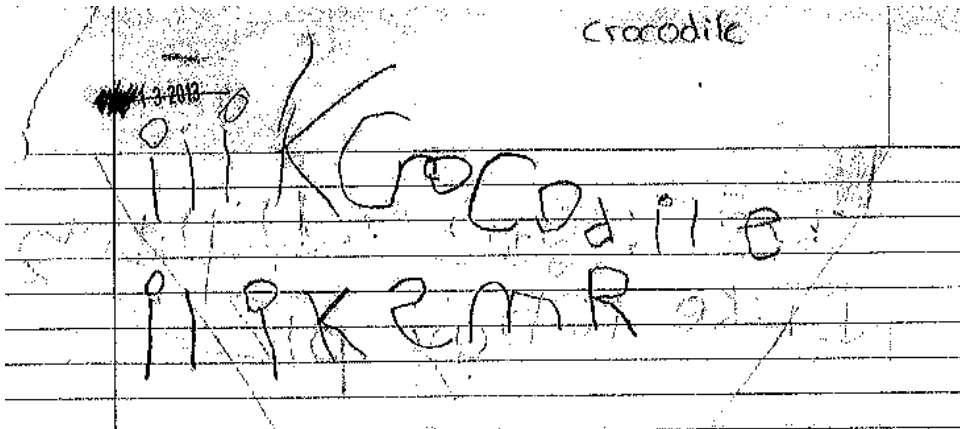
A Grade Two student meeting curricular expectations can write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences. Students can use appropriate and descriptive words and specific vocabulary for a situation.

<p>VOCABULARY</p> <ul style="list-style-type: none"> • Knowledge of words • Word choice 	<ul style="list-style-type: none"> ✓ Substitutes one word for another in a meaningful way (e.g., building for house). ✓ Uses words explored in class. ✓ Chooses and uses descriptive words to enhance communication (including verbs, nouns, and adjectives when prompted).
<p>CONVENTIONS</p> <ul style="list-style-type: none"> ✓ Spelling ✓ Phonemic awareness ✓ Print knowledge 	<ul style="list-style-type: none"> ✓ Uses predominately conventional spelling. ✓ Correctly spells common high-frequency words used in daily writing. ✓ Begins to use resources (e.g., personal dictionary, word wall) to confirm spelling. ✓ Uses phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable). ✓ Uses long and short vowel patterns. ✓ Uses “es” to form plural of certain words. ✓ Understands that the same sound may be represented by different spellings (e.g., find, phone).
<p>MECHANICS</p> <ul style="list-style-type: none"> ✓ Punctuation ✓ Capitalization 	<ul style="list-style-type: none"> ✓ Uses capitals at the start of sentences and with names, months, and places. ✓ Uses question mark and comma correctly. ✓ Prints legibly and spaces letters, numbers, words, and sentences appropriately using an efficient pencil grip.
<p>GRAMMAR AND SYNTAX</p>	<ul style="list-style-type: none"> ✓ Writes complete sentences with adequate detail. By June, these sentences will often have seven or more words. ✓ Uses the negative correctly.
<p>IDEAS</p> <ul style="list-style-type: none"> • Meaning • Details • Clarity 	<ul style="list-style-type: none"> ✓ Develops ideas by adding details. ✓ Uses adjectives and adverbs to provide descriptive detail.
<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Sequencing • Coherence • Transitioning 	<ul style="list-style-type: none"> ✓ Presents ideas in a logical sequence. ✓ Uses simple connecting words (e.g., and, so, but, then). ✓ Writes groups of clear sentences that develop a central idea in a basic paragraph of at least six sentences.
<p>FORM</p> <ul style="list-style-type: none"> • Following models • Using different genres • Using sentence variety 	<ul style="list-style-type: none"> ✓ Uses a variety of sentence types (e.g., statements, questions, exclamations). ✓ Uses complete and fluent sentences with some variety in the beginnings. ✓ Creates short pieces in the form of reports that describe and explain familiar objects, incidents, and events. ✓ Writes (prints) brief narratives based on own experiences and imaginations that move through a logical sequence of events and describes settings, characters, and events. ✓ Writes (prints) a friendly letter complete with date, salutation, body, closing, and signature. ✓ Writes (prints) a response with supporting details from a text viewed, listened to, or read. ✓ Considers, with guidance, what text form (e.g., story, letter, poem) to use. ✓ Employs a writing process (e.g., planning, drafting, and “fixing up”).

LEARNER WRITING EXEMPLARS: GRADE 1-2

Learner Profile for EAL A 1.1

Marty is a Grade One student whose writing is at a low level of A 1.1.

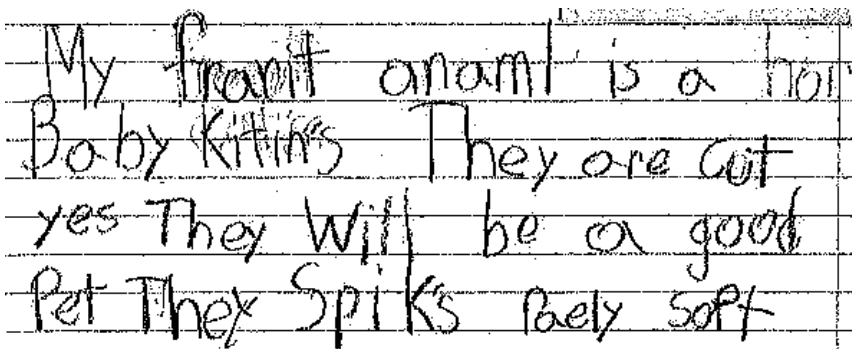


In the writing sample, you will see that Marty:

- Prints with assistance;
- Holds his pencil correctly;
- Has some awareness of sound-symbol relationships;
- Conveys meaning through drawing;
- Uses left to right directionality.

Learner Profile for EAL A1.2

Kashfia is a Grade One student whose writing is at the A 1.2 level.



In the writing sample, you will see that Kashfia:

- Prints simple descriptions of an everyday object using a limited number of descriptive words (cute, baby);
- Represents sound-symbol relationships;
- Attempts to represent simple words phonetically (frarit, animal, spiKs);
- Prints some simple sight words (yes, they);
- Leaves spaces between words;
- Uses the lines on the paper;
- Composes a simple sentence using a familiar learned pattern;
- Attempts the use of capitals.

Learner Profile for EAL A 2.1

Moez is a Grade One student whose writing is at a low level of A 2.1.

I Love Rapets. Rapets ar good at jumps.
Rapets ~~do~~ like to bit a lot. rapets ar
Spasat a lot forr pepis. Pepis haf rapets at
Skool. Rapets Love to goo to a Kantr.

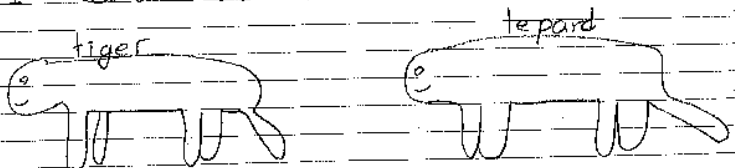
In the writing sample, you will see that Moez:

- Is beginning to use a range of descriptive words (good, nice, beautiful);
- Writes a growing number of sight words accurately (animal, like, good, fish);
- Attempts phonetic spelling for entire words (eicy, butellfell, miss);
- Uses final punctuation and capitalization (with some errors);
- Writes/prints simple patterned sentences.

Learner Profile for EAL A 2.2

Siya is a Grade Two student whose writing is at the A 2.2 level.

→ My favourite animal is leopard and tiger.
Because the leopard is very fast and tiger is
jump very high. Why? the leopard and tiger ^{why} are
good pet, because the we eat humans.
Why the eat humans. because the he have
to live. I like to much. I want to see
them



In the writing sample, you will see that Siya:

- Has sufficient vocabulary to briefly describe an object;
- Spells common, high-frequency words with increasing accuracy;
- Writes/prints straightforward text using transitional words (because);
- Uses final punctuation with increasing accuracy;
- Writes/prints compound sentences.

Learner Profile for EAL B 1.1

Lina is a Grade Two student whose writing is at the B 1.2 level.

The kitten was so soft. A kitten will make a good pet.
The kitten drink the milk. because kitten are nice and
kitten like to play ball. soft, kitten like to play with ball.
The kitten was so small and fluffy. Kitten like to go for walk.
when the kitten was drink the kitten is very soft and fluffy.
milk it get bigger and bigger. I love kitten because it so soft
and fluffy that's why I love kitten.

In the writing sample, you will see that Lina:

- Has sufficient vocabulary to print a simple description on a topic of interest;
- Spells common words accurately;
- Uses basic punctuation with increasing accuracy;
- Demonstrates some understanding of word order;
- Adds descriptors such as adjectives (small, fluffy, soft);
- Ideas are generally on one topic;
- Prints a description of a familiar object.

Learner Profile for EAL B 1.2

Jamilah is a Grade Two student whose writing is at the B 1.2 level.

Cheeta
A cheeta is my favorite animal. It has spots all over
around the spots is yellow all over. A cheeta lives in Africa.
A cheeta is carnivore it eats meat. A cheeta is fierce and
fast and cunning. A cheeta would not be a good pet because it will eat
you.

In the writing sample, you will see that Jamilah:

- Uses subject specific vocabulary (Africa, carnivore/carnivore, cunning);
- Uses grade appropriate conventions and spellings for the most part;
- Demonstrates significant control of word order and the formation of plurals;
- Uses subject verb agreement with increasing accuracy;
- Describes objects of interest explaining the disadvantages involved;
- Writes short, descriptive text.

General Overview Grade Two Reading

A1.1	Grades 2 students at A 1.1 have a limited repertoire of isolated words and phrases. They can mimic phonemes and recite the alphabet. There is a heavy reliance on illustrations to make meaning. They understand the concept of right-left directionality.
A1.2	Grades 2 students at A 1.2 are recognizing a growing number of sound-symbol relationships. They continue to use illustrations to make meaning. Grade 2 students will recognize forty or more sight words.
A2.1	Grade 2 students at A 2.1 identify rhyming words, long and short vowels and up to three-syllable words. They can read patterned and predictable text. They read in chunks or phrases and can understand much of what they encounter in short, simple texts written on familiar subjects.
A2.2	Grade 2 students at A 2.2 can generate some rhyming words. They are beginning to read familiar text with grade-appropriate speed and beginning to use expression when reading familiar text.
B1.1	Grade 2 students at B 1.1 know common phonetic rules. They can use an illustrated dictionary to search for the meaning of a word. They are beginning to read familiar text with appropriate expression, phrasing and intonation. They can reread and self-correct to ensure meaning.
B1.2	Grade 2 students at B 1.2 begin to examine word structure to determine meaning. They can decode most grade appropriate words and can read with increasingly appropriate speed, expression, phrasing and intonation.

Grade 2 CFR Reading Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Phonemic Awareness	A1.2 Phonemic Awareness	A2.1 Phonemic Awareness	A2.2 Phonemic Awareness	B1.1 Phonemic Awareness	B1.2 Phonemic Awareness
Mimics phonemes	Identifies and produces all sounds of the alphabet	Identifies: - medial vowel sounds in words	Begins to identify diphthongs (e.g. <i>ow, oo, oi</i>) Generates some rhyming words	Generates many rhyming words	
Identifies and produces most sounds of the Alphabet (consonants may come first)	Identifies and produces end sounds of words	- most beginning blends	Manipulates words by adding or removing phonemes		
Identifies beginning sounds of words	Begins to identify medial vowel sounds in words	- rhyming words			
	Identifies beginning digraphs (e.g. <i>th, sh, ch</i>)	- inflected endings (e.g. <i>-s, -ing</i>)			
		- up to three syllable words			
	Identifies common beginning blends (e.g. <i>bl, tr, st, sk</i>)	- long or short vowels			
	Begins to segment and blend phonemes (e.g. <i>d-o-g = dog</i>)				
Identifies one or two-syllable words					

A1.1 Phonics	A1.2 Phonics	A2.1 Phonics	A2.2 Phonics	B1.1 Phonics	B1.2 Phonics
Recites the alphabet	Recognizes sound symbol relationship of all letters	Begins to recognize most medial vowel sounds in words	Recognizes most medial vowel sounds in words	Recognizes medial vowel sounds in words	Recognizes trigraphs (e.g. <i>sch-, squ</i>) Begins to recognize irregular spellings (e.g. <i>ph-, -ough</i>)
Recognizes sound symbol relationship of most letters			Begins to recognize final blends (e.g. <i>-nd, -mp</i>)	Recognizes diphthongs (e.g. <i>ow, oo, oi</i>)	
Recognizes common beginning blends	Recognizes end sounds of words	Recognizes most beginning blends	Begins to recognize common vowel digraphs (e.g. <i>ee, oa</i>)	Recognizes final blends (e.g. <i>-nd, -mp</i>)	Recognizes common vowel digraphs (e.g. <i>ee, oa</i>) Begins to recognize trigraphs (e.g. <i>sch, str</i>)
Recognizes most beginning sounds of words	Recognizes some medial vowel sounds in words	Segments and blends most common graphemes	Recognizes rhyming words with differing spelling (e.g. <i>sneeze, Belize</i>)		
May recognize personally relevant words (e.g. mother, father, brother)	Recognizes digraphs (e.g. <i>th, sh, ch</i>)	Recognizes inflected endings (e.g. <i>-s, -ing</i>)			
	Segments and blends some common graphemes	Knows common phonetic rules (e.g. <i>final e</i>)			
	Recognizes word families (e.g. <i>cat, hat</i>)				

A1.1 Visual Processing	A1.2 Visual Processing	A2.1 Visual Processing	A2.2 Visual Processing	B1.1 Visual Processing	B1.2 Visual Processing
Understands left-right directionality	Begins to use patterns to read predictable text	Reads patterned and predictable text	Begins to use advanced text features (e.g. glossary, table of contents, headings)	Uses advanced text features (e.g. glossary, table of contents, headings)	Regularly uses sources of reference found in text to enhance comprehension Reads graphs to obtain information
May track word-by-word		Regularly uses text features (e.g. title, illustrations, author) to make meaning			
		Begins to use text features (e.g. title, illustrations, author)			
	Distinguishes between fictional and factual text			Begins to read graphs to obtain information	

A1.1 Vocabulary Acquisition	A1.2 Vocabulary Acquisition	A2.1 Vocabulary Acquisition	A2.2 Vocabulary Acquisition	B1.1 Vocabulary Acquisition	B1.2 Vocabulary Acquisition
Relies on illustrations to make meaning	Uses illustrations to identify unknown words	May substitute a word with a different tense (e.g. <i>I seed vs. I saw</i>)	Uses a graphic organizer to illustrate meaning of word from text	Uses a graphic organizer to define word from text	Uses a graphic organizer to provide synonym/antonym for word from text
May only identify objects in illustration	May substitute alternate word based on an illustration (e.g. <i>forest vs. trees</i>)	May interchange masculine/feminine words (e.g. <i>he/she</i>)	Begins to use context clues to solve unknown words	Regularly uses context clues to solve unknown words	Recognizes homonyms and homophones
May make connection between illustration and text	Understands most environmental labels (e.g. calendar, word wall)	Begins to recognize and understand pre-taught vocabulary	Recognizes and understands pre-taught vocabulary	Begins to recognize homonyms and homophones	Dissects compound words to predict meaning
May understand some environmental labels (e.g. calendar, word wall)		Understands the meaning of some inflected endings (e.g. <i>-ed, -s</i>)	Understands the meaning of most inflected endings (e.g. <i>-ed</i> is used for past tense)	Uses an illustrated dictionary to look of meaning of word	Begins to examine word structure to determine meaning using simple affixes (e.g. <i>-un, -ly</i>)
		Understands environmental labels (e.g. calendar, word wall)		Begins to dissect compound words to predict meaning	Understands most vocabulary in grade level text.

A1.1 Fluency		A1.2 Fluency		A2.1 Fluency		A2.2 Fluency		B1.1 Fluency		B1.2 Fluency	
Engages in choral reading, with errors	Reads in 2-3 word phrases	Reads in chunks or phrases	Reads in chunks or phrases	Begins to read familiar text with appropriate speed	Begins to read familiar text with appropriate expression, phrasing and intonation	Begins to read familiar text with appropriate expression, phrasing and intonation	Begins to read familiar text with appropriate expression, phrasing and intonation	Begins to demonstrate automaticity (i.e. automatic word recognition)	Recognizes one hundred fifty sight words	Reads with increasingly appropriate speed expression, phrasing and intonation	Reads with increasingly appropriate speed expression, phrasing and intonation
Recognizes twenty or more sight words	May read line by line without regard for punctuation	Stops at periods	Stops at periods	Begins to use expression when re-reading familiar text	Begins to use expression when re-reading familiar text	Begins to use expression when re-reading familiar text	Begins to use expression when re-reading familiar text	Uses simple punctuation to guide expression (e.g. ?.!)	Recognizes one hundred fifty sight words	Uses advanced punctuation to guide expression and phrasing (e.g. , ""')	Uses advanced punctuation to guide expression and phrasing (e.g. , ""')
	Decodes simple CVC words	Decodes simple CCVC words	Decodes simple CCVC words	Uses simple punctuation to guide expression (e.g. ?.!)	Uses simple punctuation to guide expression (e.g. ?.!)	Uses simple punctuation to guide expression (e.g. ?.!)	Uses simple punctuation to guide expression (e.g. ?.!)	Recognizes one hundred or more sight words		Decodes most grade-appropriate words	Decodes most grade-appropriate words
	Engages in choral reading	Recognizes sixty or more sight words	Recognizes sixty or more sight words							Demonstrates automaticity (e.g. vocabulary in a thematic unit)	Demonstrates automaticity (e.g. vocabulary in a thematic unit)
	Recognizes forty or more sight words									Recognizes 200 sight words.	Recognizes 200 sight words.

A1.1 Comprehension pre-reading		A1.2 Comprehension pre-reading		A2.1 Comprehension pre-reading		A2.2 Comprehension pre-reading		B1.1 Comprehension pre-reading		B1.2 Comprehension pre-reading	
Engages in a picture walk, with support	Activates prior knowledge, with guidance (e.g. completes KWL)	Activates prior knowledge	Activates prior knowledge	Understands purpose for reading (e.g. to entertain, to obtain information)	Understands purpose for reading (e.g. to entertain, to obtain information)	Understands purpose for reading (e.g. to entertain, to obtain information)	Understands purpose for reading (e.g. to entertain, to obtain information)	Demonstrates an awareness of genres (e.g. folk tales, comics, graphic novels)	Demonstrates an awareness of genres (e.g. folk tales, comics, graphic novels)	Reads and evaluates synopsis, with support	Reads and evaluates synopsis, with support
	Asks questions, with guidance	Generates and answers simple questions (e.g. <i>Where is she going?</i>)	Generates and answers simple questions (e.g. <i>Where is she going?</i>)	Generates and answers deep-thinking questions (e.g. <i>Why would she be going there?</i>)	Generates and answers deep-thinking questions (e.g. <i>Why would she be going there?</i>)	Generates and answers deep-thinking questions (e.g. <i>Why would she be going there?</i>)	Generates and answers deep-thinking questions (e.g. <i>Why would she be going there?</i>)	Selects and evaluates text for purposefulness (e.g. finding a research book), with support	Selects and evaluates text for purposefulness (e.g. finding a research book), with support	Evaluate a book for its purposefulness (e.g. finding a research book)	Evaluate a book for its purposefulness (e.g. finding a research book)
		Evaluates a text to determine readability, with support	Evaluates a text to determine readability, with support	Evaluates a text to determine readability	Evaluates a text to determine readability	Evaluates a text to determine readability	Evaluates a text to determine readability				
		Uses text features (e.g. title, illustrations) to predict content	Uses text features (e.g. title, illustrations) to predict content								

A1.1 Comprehension during-reading		A1.2 Comprehension during-reading		A2.1 Comprehension during-reading		A2.2 Comprehension during-reading		B1.1 Comprehension during-reading		B1.2 Comprehension during-reading	
Uses illustrations to recognize text topic	Makes text-to-self connections, with guidance	Activate prior knowledge	Activate prior knowledge	Makes text-to-text connections	Makes text-to-text connections	Makes text-to-text connections	Makes text-to-text connections	Makes text-to-world connections, with support	Makes text-to-world connections, with support	Regularly makes connections while reading	Regularly makes connections while reading
		Generate and answer simple questions (e.g. <i>Where is she going?</i>)	Generate and answer simple questions (e.g. <i>Where is she going?</i>)	Understands short instructions illustrated by step-by-step visuals	Understands short instructions illustrated by step-by-step visuals	Understands short instructions illustrated by step-by-step visuals	Understands short instructions illustrated by step-by-step visuals	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Demonstrate competent, active word solving while reading at a good pace	Demonstrate competent, active word solving while reading at a good pace
		Use text features (title, illustrations) to predict content	Use text features (title, illustrations) to predict content	Makes and reflects upon ongoing predictions based on illustrations and storyline	Makes and reflects upon ongoing predictions based on illustrations and storyline	Makes and reflects upon ongoing predictions based on illustrations and storyline	Makes and reflects upon ongoing predictions based on illustrations and storyline	Rereads and self-corrects to ensure meaning	Rereads and self-corrects to ensure meaning	Realize when more information is required to understand text	Realize when more information is required to understand text
		Evaluate a text to determine readability, with support	Evaluate a text to determine readability, with support	Make predictions about the solution to the problem of a story	Make predictions about the solution to the problem of a story	Make predictions about the solution to the problem of a story	Make predictions about the solution to the problem of a story	Begins to explain key literal and inferential ideas	Begins to explain key literal and inferential ideas	Explains key literal and inferential ideas	Explains key literal and inferential ideas
				Rereads and self-corrects to ensure meaning, with prompting	Rereads and self-corrects to ensure meaning, with prompting	Rereads and self-corrects to ensure meaning, with prompting	Rereads and self-corrects to ensure meaning, with prompting				

A1.1 Comprehension post-reading		A1.2 Comprehension post-reading		A2.1 Comprehension post-reading		A2.2 Comprehension post-reading		B1.1 Comprehension post-reading		B1.2 Comprehension post-reading	
Demonstrates very basic knowledge of text by retelling one or two main points	Identifies main character and setting in a story	Infers characters' feelings, with support	Infers characters' feelings, with support	Infers characters' feelings	Infers characters' feelings	Infers characters' feelings	Infers characters' feelings	Talks about characters' feelings and provide evidence from text	Talks about characters' feelings and provide evidence from text	Empathizes with character's feelings and motivations	Empathizes with character's feelings and motivations
	Reflects on new learning, with guidance (e.g. adding to KWL)	Identifies problem and solution, with support	Identifies problem and solution, with support	Identifies problem and solution	Identifies problem and solution	Identifies problem and solution	Identifies problem and solution	Identifies the moral of a story	Identifies the moral of a story	Understands writing techniques appropriate to genre (e.g. humour)	Understands writing techniques appropriate to genre (e.g. humour)
	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Reflects on new learning (e.g. adding to KWL)	Reflects on new learning (e.g. adding to KWL)	Begins to identify moral of story	Begins to identify moral of story	Begins to identify moral of story	Begins to identify moral of story	Identifies simple cause-effect relationships	Identifies simple cause-effect relationships	Explains writer's use of specific words to convey meaning (e.g. shouted, cried), with support	Explains writer's use of specific words to convey meaning (e.g. shouted, cried), with support
		Revisits text to find important information	Revisits text to find important information	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Demonstrates knowledge of text by retelling main points and supporting details	Understands writing techniques appropriate to genre (e.g. humour), with support	Understands writing techniques appropriate to genre (e.g. humour), with support	Justifies preference for a book	Justifies preference for a book
		Demonstrates knowledge of text by retelling main points and a few supporting details	Demonstrates knowledge of text by retelling main points and a few supporting details					Justifies preference for a book, with support	Justifies preference for a book, with support	Demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details
								Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details	Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details		

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 2

A Grade 2 student **meeting curricular expectations** has a good understanding of what is read and is able to provide adequate interpretations and reasonable evidence to support responses. They are able to read familiar text smoothly and accurately aloud, demonstrating fluency, expression and comprehension.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes sounds heard in multi-syllable words. ✓ Segments all sounds of a word (including sound clusters such as “sk”, “ch” and “sh”) into individual sounds. ✓ Deletes beginning or ending sounds and reveals the remaining word. ✓ Decodes individual words and sounds heard in multi-syllabic words.
Phonics	<ul style="list-style-type: none"> ✓ Knows all grade 2 sound-letter combinations. ✓ Decodes unfamiliar words in context. ✓ Recognizes rhyming and alliteration. ✓ Uses phonics to decode individual words. ✓ Recognizes features of words including possessives, double vowels, contractions, ‘y’ as a vowel sound, consonant clusters and consonant digraphs and double vowels.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Understands new concept words. ✓ Uses context clues to make meaning. ✓ Uses knowledge of simple prefixes (e.g., un- and suffixes (e.g., -ed, -ing, -es, -s,-er, -est) to comprehend words in different forms (e.g., happy/unhappy; play/played; sing/singing; nice/nicest). ✓ Uses individual word to predict meaning of compound words. ✓ Recognizes word play (e.g., homonyms, synonyms and repetition). ✓ Begins to recognize how words are used figuratively. ✓ Uses knowledge of common syllable types vowel teams, “r” controlled) and patterns to decode one-syllable “regular” words (e.g., shade) and some multi-syllabic words (e.g., uncurled).
Visual Processing	<ul style="list-style-type: none"> ✓ Identifies key elements, details (e.g., colour, layout, shape, form, size, fonts) and, with teacher guidance, understands how they enhance meaning. ✓ Recognizes and comprehends simple, compound and complex sentences and their related punctuation including quotation marks. ✓ Uses knowledge of sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question). ✓ Use punctuation to help understand what they read (e.g., question mark, exclamation point and apostrophe).
Fluency	<ul style="list-style-type: none"> ✓ Reads aloud smoothly with accuracy, expression and comprehension. ✓ Reads at a reasonable rate (70-100 wcpm orally; 95-145 silently). ✓ Sustains silent reading independently for at least 15 minutes. ✓ Recognizes accurately most high frequency words. (e.g., 200). ✓ Recognizes accurately irregularly spelled words in grade-appropriate texts. ✓ Reads familiar poems aloud with expression and attention to flow. ✓ Reads most text silently.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, the important pre-reading strategies relevant to the task (e.g., making predictions based on text features such as title and illustrations, activating prior knowledge). ✓ Identifies what good readers do to make meaning. ✓ Identifies the purpose of different text forms and recognizes possible intended audiences.

<p>Comprehension: <i>during-reading</i></p>	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, during-reading strategies relevant to the task. ✓ Reads a variety of text forms (e.g., fiction, non-fiction, legends, poems). ✓ Identifies the structures of various text forms (e.g., cause and effect, goal /problem/solution). ✓ Identifies the elements of various text forms (e.g., diagrams, charts, headings, table of contents, glossary). ✓ Makes, confirms and adjusts predictions and inferences. ✓ Asks questions. ✓ Draws inferences. ✓ Makes connections to self, other texts and the world. ✓ Begins to self-monitor and reread as a 'fix-up' strategy.
<p>Comprehension: <i>post-reading</i></p>	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, important post-reading strategies relevant to the task. ✓ Reads and retells (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution and sequence of key events). ✓ Reads and retells (with support from the text) the key ideas and elements of informational texts (including main idea, supporting details, diagrams, glossary, bold font). ✓ Responds to and answers literal and inferential questions. ✓ Summarizes and draws conclusions from what is read. ✓ Reads and follows written instructions. ✓ Reflects on own reading abilities. ✓ Sets goals for reading.



Grade 2 CFR Speaking Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Repeats words, phrases, and memorized chunks of language related to different topics		Begins to generate phrases and word combinations related to different topics		Begins to speak in a series of connected simple sentences (may be pauses)	Speaks in a series of connected simple sentences	Begins to use a wider variety of nouns and verbs		Begins to use compound and complex sentence structures		Uses a wide range of grade appropriate compound and complex sentence structures	
				Uses familiar nouns and verbs				Uses a wider variety of nouns and verbs			
Names / identifies everyday items (e.g. classroom objects)		Begins to identify and use familiar nouns and verbs		Begins to describe familiar topics using more complex adjectives	Begins to use increasingly advanced adjectives, with support			Uses increasingly advanced adjectives, with prompting		Continues to develop a wide variety of grade appropriate nouns and verbs	
				Uses limited content area vocabulary, with assistance				Uses content area vocabulary, with support			
May use limited descriptive words with assistance (e.g. colours, big, small)		Begins to describe objects using simple adjectives		Begins to use academic words, with assistance	Uses content area vocabulary, with support			Uses content area vocabulary independently		Uses grade appropriate adjectives to enhance meaning	
				Begins to use limited content area vocabulary, with assistance				Uses academic words, with increased accuracy			
										Continues to use and develop a variety of grade appropriate content and academic vocabulary	

A1.1 Meaningful Communication		A1.2 Meaningful Communication		A2.1 Meaningful Communication		A2.2 Meaningful Communication		B1.1 Meaningful Communication		B1.2 Meaningful Communication	
Uses visuals or gestures to contribute to conversations or meet basic needs		Expresses wants and needs through single words, accompanied by gestures		Expresses wants and needs with short phrases, accompanied by gestures		Expresses wants and needs with short phrases		Expresses and justifies wants and needs with some details		Expresses and justifies wants and needs with increased details	
May go through silent period	Mimics one or two learned expressions in a variety of contexts	May use L1 word to compensate for a lack of vocabulary		May use simple vocabulary and gestures to "talk around" the unknown word (circumlocution)		Relies on circumlocution to express meaning (e.g. "hand clock" = watch)		Ideas and meaning are becoming more concise		Ideas and meaning are expressed concisely	
Expresses lack of understanding through gestures											
Answers yes / no questions about stories or experiences		Expresses a lack of understanding through single words, accompanied by gestures		Begins to engage in academic discussions using short phrases and sentences, with assistance (e.g. sentence frames)		Engages in academic discussions, using short phrases and sentences, with support		Engages in academic discussions, with prompting		Asks specific questions to help solve difficulties	
Forms fragmented questions, single words and memorized phrases		Begins to ask for clarification of unknown words and expressions		Expresses lack of understanding through learned phrases		Begins to explain to a teacher where s/he is having difficulty or asks someone to repeat/rephrase		Explains to the teacher where s/he is having difficulty or asks appropriate questions to ensure understanding		Responds to academic questions, with assistance	
				Responds to familiar questions using learned or memorized phrases							
		Forms simple questions and begins to use accurate word order with assistance. Limited number of grammatical constructions (e.g. he play)		Uses simple grammar and word order accurately. Begins to form detailed questions.		Responds to questions using sentence frames, with assistance		Uses complex forms of grammar and syntax with few errors. (e.g. misuses a few verb tenses or subject-verb agreement)		Uses almost all verb tenses appropriately along with subject-verb agreement. Grammatical use and syntax near grade level expectations.	
						Begins to use complex forms of grammar and word order, with errors. (e.g. more verb tenses, pronouns and prepositions)					

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Uses one or two learned expressions of greeting, farewell and politeness		Uses some common expression and cultural greetings		Uses common expressions		Engages in cooperative speech to demonstrate understanding		Begins to sustain conversations by commenting and asking questions, with support		Begins to initiate and sustain conversations by commenting and asking questions	
				Begins to engage in cooperative speech to demonstrate understanding				Begins to adapt speech appropriate for audience		Demonstrates an awareness of audience (e.g. formal/informal)	



Grade 2 CFR Listening Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Understands some high frequency familiar nouns and common descriptive words in a structured interaction, with assistance		Understands high frequency nouns, common verbs and descriptive words in familiar contexts		Understands a wider range of basic nouns, verbs, and complex adjectives in familiar contexts		Begins to understand basic verbs and nouns in unfamiliar contexts, with support		Understands a wider range of basic verbs and nouns in unfamiliar contexts, with support		Understands a wider range of basic verbs and nouns in unfamiliar contexts as well as most content-area vocabulary	
May recognize cognates from L1 (e.g. blousa/blouse)		Understands single words in social conversations on familiar topics		Responds to simple, predictable questions and short phrases in the classroom.		Understands increasingly advanced descriptive words		Understands descriptive words in a variety of contexts including academic tasks		Continues to develop understanding of grade appropriate content and academic vocabulary	
Responds to common classroom directives, with prompting		Responds to common classroom directives and begins to respond to social interactions		Understands some vocabulary in social conversations, on familiar topics		Understands most vocabulary in social conversations on familiar topics		Understands most vocabulary in social interactions			
May respond to social interactions through gestures and single words		Understands limited content area vocabulary, with assistance		Understands key content-area vocabulary and academic words (e.g. <i>estimate</i> , <i>solve</i>), with support		Understands key content area vocabulary and a wider range of academic words, with support		Understands most content-area vocabulary, with support and assistance			
								Understands most vocabulary in complex academic interactions			

A1.1 Listening for Meaning		A1.2 Listening for Meaning		A2.1 Listening for Meaning		A2.2 Listening for Meaning		B1.1 Listening for Meaning		B1.2 Listening for Meaning	
Understands simple classroom instructions, spoken slowly, with gestures and pictures		Understands simple familiar information spoken slowly and clearly		Responds briefly to social conversations and engages in social interactions with unfamiliar people		Responds to social conversations and engages in social interaction with unfamiliar people, with assistance		Responds to and extends social conversations with familiar and unfamiliar people		Follows and engages in longer social conversations with multiple speakers	
Understands short pieces of information such as time, location with visuals and gestures		Begins to respond briefly to social conversations (e.g. yes/no)		Follows simple two-step instructions, with support		Begins to follow multi-step instructions, with support		Follows multi-step instructions, with support		Follows multi-step instructions	
Begins to understand simple information (e.g. their name, age, grade) and personal greetings		Follows simple one-step instructions, spoken slowly, with support		Begins to understand main idea in familiar academic discussions		Understands main idea and some details in familiar academic discussions		Understands main idea and key details in academic discussions		Understands main idea and key details in academic discussions	
Understands single words, short phrases, with assistance but requires significant wait time to process information and form a response		Begins to understand main idea of familiar academic discussion, with support and assistance		Understands main idea in presentations or simple stories on a familiar topic, with assistance (e.g. visuals, graphic organizer)		Understands main idea and some details in presentations on a familiar topic, with assistance (e.g. presenter notes)		Begins to understand main ideas and details in unfamiliar presentations and short texts, with assistance		Understands main ideas and key details in presentations and unfamiliar texts	
		Begins to understand main idea of short picture books, with support		Understands most speech at a slower rate in familiar contexts. Requires minimal wait time to process and form a response		Understands main idea of a short text on familiar topic or the main idea and some details on a video, with support (e.g. viewing guide)		Understands main idea and some details in a video, with support		Understands a short, grade-appropriate academic video	
		Begins to record single words in familiar academic listening activity, with support		Understands more complex sentences and verb tenses on familiar topics		Begins to take cloze notes (fill in blanks) from a presentation or video, with support		Begins to take notes from a presentation or video, with support		Understands average-paced speech in unfamiliar contexts	
		Understands simple language, spoken slowly with pauses but requires wait time to process information and form a response				Understands most average-paced speech in familiar contexts, with frequent checks for understanding		Begins to understand most average paced speech in unfamiliar contexts		May need wait time to process and form response to complex information	
		Understands language using simple grammatical rules (SVO) or compound sentences, with support				May need wait time to process and form a response		Understands detailed sentences on familiar topics.		Understands detailed sentences on familiar and unfamiliar topics	
						Understands more detailed complex sentences with common verb tenses on familiar topics, with support		Begins to understand complex sentences in unfamiliar contexts		Understands complex sentences in a variety of contexts	

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Understands basic greetings and politeness		Begins to understand commonly used expressions in familiar contexts		Understands commonly used expressions		Uses other students' responses as models for their own response, with assistance		Uses other students' responses as models for their own response		Recognizes differences in speech formality in a variety of contexts	
May demonstrate limited understanding through facial expressions and gestures		May copy/repeat other students' responses as their own		Begins to use other students' responses as models for their own response, with assistance		Begins to recognize differences in speech formality, with assistance		Recognize differences in speech formality, with assistance			

Appendix

First 200 Instant Sight Words

1st 100 Words

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

2nd 100 Words

over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	Canada
just	tell	even	again	world