 **Grade 2: Reading Informational Text**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(includes Non-Fiction and Environmental Print i.e. posters, signs, etc.)**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Ideas and Information** | Recognize and Explain Author’s Ideas | You were able to clearly explain the author’s ideas by providing insightful details. | Good job! You wereable to tell what the author wanted to say with the text. | You were able to explain the author’s ideas by providing some details. | Think: What did the author of the text want to say? What did the author want us to know? |
| **Text structures and features** | Adjust Reading Rate as Necessary | You consistently adjust your reading rate according to your need and your purpose. | You are able to tell when to read faster and when to read slower according to your need and your purpose. | At times you are able to tell when to read faster and when to read slower. Think about why you are reading and what information you need from the text. | Think: Do I need to: slow down or speed up? What is the purpose for reading? Do I need to skim, scan, read slowly and carefully or quickly to find the information? |
| Recognize the Elements (Text Structures and Features) | You can find a diagram, heading, table of contents and glossary in an information book and can tell how each is used. | You can find a diagram, heading, table of contents and glossary in an information book. | You are able to find some of the text elements (diagram, heading, table of contents and glossary). | Think: What are text features? Where would I find the table of contents, glossary, headings and diagrams? |
| **Respond to and** **analyze texts** | Retell Ideas with Specific Details  | You are able to clearly retell key ideas and specific supporting details in your own words. | You are able to retell key ideas and supporting details. | You are getting there. Think about what are key ideas and supporting details. | Think: Key ideas are the main message and supporting details tell more about the main idea. |
| Recognize and Explain Implicit and Explicit Messages | You are clearly able to explain the author’s message with clues that are on the page and those that aren’t. | You are able to tell the author’s message with clues that are on the page and those that aren’t. | You are starting to tell the author’s message with clues that on the page and/or those that aren’t.  | Think: Some information is written in the text and some ideas you need to figure out on your own. |

**Feedback:**