 **Grade 2: Reading Informational Text**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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:**