

2nd Grade Reading Quarter 2

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Learning Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	Q1	Q2	Q3	Q4
C1—Analysis of Literary Text The student analyzes the plot in order to deepen comprehension about literary texts.	X		X	X
C2—Characters in Literary Text The student analyzes characters in order to gain a deeper understanding of the text.	X		X	X
C3—Themes in Literary Text The student infers the theme(s) of literary texts.	X		X	X
C4—Central Idea and Details in Informational Texts The student analyzes informational texts to deepen comprehension.		X		X
C5—Informational Text Features and Structures The student analyzes informational texts by thinking about how the organization and text features reveal the author’s purpose.		X		X
C6—Response to Reading The student discusses and writes about texts while using text evidence to support their responses.	X	X	X	X
C7—Fluency The student uses appropriate fluency when reading.	X	X	X	X
C8—Phonics, Spelling, and Word Study The student reads and spells words consistently using letter-sound patterns.	X	X	X	X
C9—Monitoring Comprehension The student monitors and reflects on their thinking when independently reading and is able to use strategies to comprehend when meaning breaks down.	X	X	X	X

Learning Progression for Competency 1: Retells Literary Texts

The student analyzes the plot in order to deepen comprehension about literary texts.

Developing	Progressing	Proficient	Advanced
<p>Retells few elements of a story read aloud and independently, but leaves out important events from the beginning, middle, and/or end</p> <p>Includes the characters</p>	<p>Retells the events from the beginning, middle, and end, problem, and resolution of a story read aloud and independently</p> <p>Retelling may not be in a logical order</p>	<p>Retells the events, conflict, and resolution of a story read aloud and independently in a logical order</p>	<p>Meets all of proficient and...</p> <p>Knows which details to use when discussing the plot and leaves out the irrelevant details</p>
<p>Success Criteria for Proficient in Retells Literary Texts:</p> <p>The student can:</p> <ul style="list-style-type: none"> • retell texts read aloud. • retell texts read. • retell all parts of the story. • retell the story in order. 			

Learning Progression for Competency 2: Characters in Literary Text

The student analyzes characters in order to gain a deeper understanding of the text.

Developing	Progressing	Proficient	Advanced
<p>Identifies the main characters of a story</p> <p>Identifies and briefly describes the main character's feelings with prompting</p> <p>Discusses how a character's feelings have changed in a text with prompting</p>	<p>Identifies and describes the main character of a story thinking about what they:</p> <ul style="list-style-type: none"> • Say • Do • Think <p>Recognizes the difference between a character's feelings and traits</p> <p>Discusses how a character's feelings have changed</p>	<p>Infers the character's traits and feelings by noticing what the character:</p> <ul style="list-style-type: none"> • Says • Does • Thinks <p>Explains the difference between a character's traits and feelings</p> <p>Describes how the main character's feelings change throughout the book and the reasons for those changes</p>	<p>All of proficient and...</p> <p>Identifies and interprets several less obvious character traits and feelings that reveal a character's complexity</p> <p>Connects the characters' actions, feelings, and motivations to their relationships</p>
<p>Success Criteria for Proficient in Characters in Literary Text:</p> <p>The student can:</p> <ul style="list-style-type: none"> • think about what the character says to describe them. • think about what the character does to describe them. • think about what the character thinks to describe them. • explain the difference between a trait and a feeling. • use different vocabulary words to describe characters' traits. 			

Learning Progression for Competency 3: Theme in Literary Text

The student infers the theme(s) of literary texts.

Developing	Progressing	Proficient	Advanced
Infer the theme of a story read aloud with prompting Supports their thinking with text evidence	Infers the main topic of the story (Ex. love, friendship), but does not articulate a theme (Ex. <i>You can find friends in unexpected places.</i>)	Infers one of the book's themes based on most of the story's events and supports their thinking with text evidence	Infers the book's theme and supports their thinking with text evidence Explains how the theme applies to their own life
<p>Success Criteria for Proficient in Theme in Literary Text:</p> <p>The student can:</p> <ul style="list-style-type: none"> • think the events throughout the whole story. • think about what the character learned. • infer the theme. • say or write the theme as a sentence. • support the theme using text evidence. 			

Learning Progression for Competency 4: Central Idea and Details Informational Texts

The student analyzes informational texts to deepen comprehension.

Developing	Progressing	Proficient	Advanced
Identifies and retells the central idea and details in a text read aloud or independently, with prompting, but may give details that may be relevant or irrelevant	Retells the topic or central idea and a few supporting details read aloud or independently	Infers the central idea of a section Infers most supporting details using pictures and words from a section or a whole text States the author’s purpose including the central idea	All of proficient and... Infers several important central ideas in a text and uses those to determine the overall central idea
<p>Success Criteria for Proficient in Central Idea and Details Informational Texts:</p> <p>The student can:</p> <ul style="list-style-type: none"> • think about what the section was mostly about. • infer the central idea. • infer the details that support the central idea using the pictures and words. • state the author’s purpose for writing the text including the central idea. 			

Learning Progression for Competency 5: Informational Text Features and Structures

Developing	Progressing	Proficient	Advanced
<p>Discusses how informational texts are structured differently than narrative texts</p> <p>Identifies text features and explains a little about what the text features shows them with prompting</p>	<p>Notices signal words within a sentence to help connect details and explains the relationship between supporting details</p> <p>Identifies text features and discusses the information a text features shows them with prompting</p> <p>Discusses why an author may have chosen specific text features with prompting</p>	<p>Notices the text structure and uses it to predict and comprehend a text</p> <p>Identifies text features and explains a little about what the text feature shows them</p> <p>Discusses why an author may have chosen specific text features</p>	<p>Identifies text features and explains what information the text features help readers locate and gain</p> <p>Explains how text features enhance understanding of a text</p> <p>Explains why an author chose a specific text features</p> <p>Notices different types of informational text structures</p>
<p>Success Criteria for Proficient in Informational Text Features and Structures:</p> <p>The student can:</p> <ul style="list-style-type: none"> • notice the text structure. • use the text structure to predict. • use the text structure to organize my thinking about the text. • identify the text features. • explain what the text features show me. • discuss why an author may have chosen specific text features. 			

Learning Progression for Competency 6: Response to Reading

The student discusses and writes about texts while using text evidence to support their responses.

Developing	Progressing	Proficient	Advanced
<p>Responds using general language</p> <p>Demonstrates misconceptions about the text</p> <p>Misrepresents ideas in the text</p> <p>Response is not connected to the ideas in the text</p> <p>Relies solely on background knowledge rather than texts to support thinking</p> <p>Rarely responds to texts</p>	<p>Retells or paraphrases texts</p> <p>Uses illustrating or writing to track thinking within the text and monitor comprehension</p> <p>Describes personal connections to a variety of texts</p> <p>Responds using academic language</p> <p>Discusses specific ideas in the text that are important to the meaning</p> <p>Finds text evidence to support responses, but has difficulty selecting the <i>best</i> evidence</p>	<p>Retells and paraphrases texts in ways that maintain meaning and logical order</p> <p>Uses illustrating or writing to track thinking within, about, and beyond the text</p> <p>Writes responses that demonstrate understanding of texts (part of 7B)</p> <p>Responds using academic language, including newly acquired content vocabulary</p> <p>Makes inferences and uses relevant and accurate text evidence to support responses</p>	<p>All of Proficient and...</p> <p>Synthesizes information to create new understanding</p> <p>Explains connections between the text evidence selected and the central idea of the response</p>

Success Criteria for Proficient in Response to Reading:

The student can:

- retell a text and keep the meaning.
- paraphrase parts of the text, keeping the meaning.
- keep track of my thinking *within* the text by illustrating or writing.
- keep track of my thinking *about* the text by illustrating or writing.
- keep track of my thinking *beyond* the text by illustrating or writing.
- write responses that show i understand the text.
- use academic language in my responses.
- use words i learned while reading in my responses.
- make inferences about the text and support them with relevant text evidence.

Learning Progression for Competency 7: Fluency

The student uses appropriate fluency when reading.

Developing	Progressing	Proficient	Advanced
Reads orally <ul style="list-style-type: none"> • at a slow rate • with many errors • with little expression 	Reads orally <ul style="list-style-type: none"> • at a reasonable/steady rate • with some errors • with some expression 	Reads orally <ul style="list-style-type: none"> • at a reasonable/steady rate • with few errors • with expression • with intonation 	Reads orally <ul style="list-style-type: none"> • at a reasonable/steady rate, and changes pace for effect • with few errors • with expression Reads genres differently
<p>Success Criteria for Proficient in Fluency:</p> <p>The student can:</p> <ul style="list-style-type: none"> • read a steady/reasonable rate. • with few errors. • with expression. • with intonation (matching voice to punctuation). 			

Learning Progression for Competency 8: Phonics, Spelling, and Word Study

The student reads and spells words consistently using letter-sound patterns.

Developing	Progressing	Proficient	Advanced
<p>Reads and spells consonant clusters</p> <p>Reads and understands a wide range of words encountered in texts</p> <p>Reads regularly spelled one and two syllable words (Ex. <i>cast, picnic</i>)</p> <p>Spells words consistently using sound-spelling patterns including blends and vowel patterns (Ex. <i>brush, cheap</i>)</p> <p>Reads and spells regular past and present tenses of verbs (Ex. <i>smells, smelled, smell</i>)</p> <p>Reads and spells words with short vowels</p>	<p>Reads and spells compound words and contractions</p> <p>Reads and spells words with multiple meanings (Ex. <i>bat</i>)</p> <p>Recognizes and reads the different sounds of -ed (Ex. <i>folded, sailed, jumped</i>)</p> <p>Reads and spells words with short vowels and long vowels</p>	<p>Reads and spells contractions, compound words, and homophones (Ex. <i>don't, basketball, hear, here</i>)</p> <p>Reads and spells words with short vowels, long vowels, and vowel patterns</p> <p>Reads and spells multisyllabic words (Ex. <i>computer</i>)</p> <p>Reads and spells irregular past tenses of verbs (Ex. <i>ran, went</i>)</p> <p>Reads and spells using knowledge of prefixes</p>	<p>Reads and spells synonyms, antonyms, and abbreviations (Ex. <i>marvelous, wonderful, horrible, Blvd.</i>)</p> <p>Reads and spells complex multisyllabic words (Ex. <i>tortoise</i>)</p> <p>Reads and spell using knowledge of prefixes and base words</p>

Success Criteria for Proficient in Phonics, Spelling, and Word Study:

The student can:

- read and spell contractions.
- read and spell compound words.
- read and spell homonyms.
- read and spell words with short vowels.
- read and spell words with long vowels.
- read and spell words with vowel patterns.
- read and spell multisyllabic words.
- read and spell irregular past tense verbs.
- read and spell using what i know about prefixes.

Learning Progression for Competency 9: Monitoring Comprehension

The student monitors and reflects on their thinking when independently reading and is able to use strategies to comprehend when meaning breaks down.

Developing	Progressing	Proficient	Advanced
May or may not notice when something doesn't make sense	Notices when something doesn't make sense and attempts a strategy to make sense of their reading	Notices when something doesn't make sense and chooses a strategy that helps them make sense of their reading	Notices when something doesn't make sense, chooses a strategy that helps them make sense of their reading, and explain why the strategy helped them

Success Criteria for Proficient in Monitoring Comprehension:

The student can:

First Quarter

- cross check using more than one source to self-monitor and self-correct (visual information and pictures).
- re-read sentence to problem solve, self-correct, or confirm.
- use knowledge of a simple topic or the ways that stories work to self-monitor and self-correct (ex. book is about going to the park—this word might be swing because swings are at parks).
- read without pointing except occasionally when encountering difficulty.
- use recognition of high frequency words to self-monitor and self-correct.

Second and Third Quarters

- use understanding of structure to self-monitor and self-correct.
- continue to use multiple sources of information (msv).
- use understanding of characters and dialogue to self-monitor and self-correct.
- read without pointing except occasionally when encountering difficulty.
- use knowledge of content to self-monitor and self-correct.

Fourth Quarter

- use awareness of narrative structure and character attributes.
- self-correct close to the point of error.
- reread a word, phrase, or sentence to self-monitor or self-correct.