

KSDE Reading

GRADE 2 INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY : Reading

DIRECTIONS: Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

Note: All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

Self-Assessment A: Content Expertise

What is your level of content expertise or knowledge for each of the indicators?

1. Surface Understanding4. Deep Understanding

Self-Assessment B: Confidence Teaching Indicators

How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the indicators?

1. Not Confident4. Highly Confident

Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 1: The student uses skills in alphabets to construct meaning from text.	A				B			
	1	2	3	4	1	2	3	4
Manipulates onsets and rimes in spoken syllables. (Phonological Awareness)								
▲ Uses knowledge of developmentally appropriate decoding skills (e.g., ▲consonant-vowel combinations, ▲blends, digraphs, ▲word families) when reading unknown words. (Phonics)								
Categorizes onsets and rimes in spoken syllables. (Phonological Awareness)								

Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 2: The student reads fluently.	A				B			
	1	2	3	4	1	2	3	4
▲ Uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.								
Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.								
Uses knowledge of sentence structure to read fluently at instructional or independent reading levels.								
Uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.								
Begins to adjust reading rate to support comprehension when reading narrative and expository texts.								

Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 3: The student expands vocabulary.	A				B			
	1	2	3	4	1	2	3	4
Demonstrates automatic recognition of sight words.								
▲ Determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.								
Identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.								
Uses a picture dictionary, dictionary, or glossary to understand word meaning.								
▲ Determines meaning of words through knowledge of word structure (e.g., ▲base words ▲compound nouns, ▲contractions, inflectional endings).								

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Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).	A				B			
	1	2	3	4	1	2	3	4
Recognizes the differences between narrative, expository, and technical texts.								
Locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.								
Uses pictures, content, and prior knowledge to make predictions.								
Generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.								
▲ Uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.								
Identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).								
▲ Sequences events according to basic story structure of beginning, middle, and end.								
Compares and contrasts information (e.g., topics, characters) between texts and within a single text.								
Identifies cause-effect relationships in narrative and expository texts.								
▲ Retells or determines important events and main ideas from narrative and expository texts.								
▲ Identifies topic, main idea, and supporting details in appropriate-level texts.								
Distinguishes between fact and opinion in various texts.								

Standard 2 - Literature: The student responds to a variety of text. Benchmark 1: The student uses literary concepts to interpret and respond to text.	A				B			
	1	2	3	4	1	2	3	4
▲ Identifies and describes character(s) in literature.								
▲ Identifies and describes setting.								
Retells the plot of a story.								

Standard 2 - Literature: The student responds to a variety of text. Benchmark 2: The student understands the significance of literature and its contributions to various cultures.	A				B			
	1	2	3	4	1	2	3	4
Reads to connect personal experiences and ideas with those of other cultures in literature.								
Identifies various languages, traditions, and cultures found in literature.								
Makes connections between specific aspects of literature from a variety of cultures and personal experiences.								