Second Grade SBRC Rubrics

1-Does Not Meet Standards **2-Approaching Standards** **3-Meets Standards** **E-Exceeds Standards**

Language Arts Literacy

1) Reads at grade level (RL.2.1-RL.2.10, RI.2.1-2.10, RF.2.1 A-D, RF.2.3 A-D, RF.2.4 A-B)				
Trimester	1	2	3	E
ALL	Student is reading **instructionally** at **Level K** or below.	Student is reading **instructionally** at **Level L.**	Student is reading **instructionally** at **M.**	Student is reading **instructionally at N or above.**
Assessment: Instructional reading level as indicated on the Fountas & Pinnell Benchmark.				

Reading: Literacy and Informational

2) Reads a text closely to analyze what a text says explicitly and inferentially (RL.2.1-RL.2.3, RI.2.1-RI.2.3)				
Trimester	1	2	3	E
ALL RL.2.1 RL.2.2 RL.2.3	**RL.2.1:** Student is able to answer <u>teacher provided</u> questions, using wh question stems, related to the text with teacher prompting and support. who, what, where, when, why	**RL.2.1:** Student is able to answer teacher-generated questions **and** ask questions, using wh question stems, related to the text. who, what, where, when, why	**RL.2.1:** Student is able to ask and answer questions, using wh question stems, about key details in a grade level text by creating their own questions and responses. who, what, where, when, why, and how	**RL.2.1:** Student is able to ask and answer questions about key details in an above grade level text by creating their own questions and responses **and** provide evidence to support their answer **in writing and orally.**
	RL.2.2: Student is able summarize a text and identify the central message, lesson, or moral in the story.	**RL.2.2:** Student is able summarize a text and identify the central message, lesson, or moral in the story.	**RL.2.2:** Student is able summarize a text and identify the central message, lesson, or moral in the story.	**RL.2.2** Student is able to summarize a story, identify the central message, lesson, or moral in the story, **as well as,** explain how the details support the central message, lesson, or moral in the story.
	RL.2.3: Student is able to describe how characters in a story respond to major events and challenges using key details.	**RL.2.3:** Student is able to describe how characters in a story respond to major events and challenges using key details.	**RL.2.3:** Student is able to describe how characters in a story respond to major events and challenges using key details.	**RL.3.3:** Student is able to describe characters and explain how their actions contribute to the events in the story.

		With teacher prompting:	Independently:	Consistently and independently:	Consistently and independently:
		● retell a story with picture clues or graphic organizers ● Identify the central message, lesson, or moral in the story when provided with a bank of messages or themes to choose from. ● Provide evidence from the text to support the central message or lesson.	● retell a story with picture clues or graphic organizers ● Identify the central message, lesson, or moral in the story when provided with a bank of messages or themes to choose from. ● Provide evidence from the text to support the central message or lesson.	● Summarizes a story with story elements- character, setting (place), problem, how they try to solve the problem (if applicable), and resolution. ● identifies the central message, lesson, or moral in the story ● Provide evidence from the text to support the central message or lesson.	● Summarizes the story by describing story elements- the characters (thoughts, words, actions, decisions, physical attributes or interactions with others), BME including important events using sequence words, problem and solution, and theme of a story. ● Notices and discusses how a character changes across the story. ● Identifies a key moment(s) in the story that caused the character to change.
ALL RI.2.1 RI.2.2 RI.2.3		With teacher prompting **RI.2.1:** Student is able to answer teacher provided questions, using wh question stems, related to the text with teacher prompting and support. **RI.2.2:** Student is able to identify the main idea of a paragraph **RI.2.3:** Student is able to describe the connection between the events, key ideas/concept, or steps in informational texts. With teacher prompting: ● Identify key details of the paragraph(s). ● Identify a main idea when provided with a bank of possible main ideas.	Independently: **RI.2.1:** Student is able to answer teacher-generated questions **and** ask questions, using wh question stems, related to the text. **RI.2.2:** Student is able to identify the main idea of a paragraph **RI.2.3:** Student is able to describe the connection between the events, key ideas/concept, or steps in informational texts. Independently: ● Identify key details of the paragraph(s). ● Identify a main idea when provided with a bank of possible main ideas.	Consistently and independently: **RI.2.1:** Student is able to ask and answer questions, using wh question stems, about key details in a grade level text by creating their own questions and responses. **RI.2.2:** Student is able to identify the main idea of a paragraph and multi-paragraphs. **RI.2.3:** Student is able to describe the connection between the events, key ideas/concept, or steps in informational texts. Consistently and independently: ● Identifies the main idea of one or multiple paragraphs. ● Provides key details from the text to support the main idea(s).	Consistently and independently: **RI.2.1:** Student is able to ask and answer questions about key details in a grade level text by creating their own questions and responses **and** provide evidence to support their answer **in writing and orally.** **RI.2.2:** Student is able to determine the main idea, identify and explain how key details support the main idea. **RI.2.3:** Student is able to use language that pertains to time, sequence, and cause/effect to describe the relationship between two concepts, ideas or procedures. ● Determines the main idea and identifies key details that support the main idea. ● Explains how the key details support the main idea.

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			● Identifies and explains how events, ideas, or steps are connected in an informational text.	

Assessment: Story Structure and Story Map Assessment, Summarizing Assessment, Theme Assessment, Main Idea Assessment

3) Uses text structure and words/phrases used by the author to analyze the style and tone of a text (RL.2.4-6)				
Trimester	**1**	**2**	**3**	**4**
ALL **RL.2.4** **RL.2.5** **RL.2.6**	*With Teacher Prompting:* **RL.2.4**: Student is able to … ● identify **one** of the criteria (repeated lines, rhymes and alliteration) ● Describe how they help the reader understand the text better with teacher prompting and support. **RL.2.5:** Student understands the story structure (plot) with teacher support. ● Describes how the beginning of the story introduces a character and ending describes how the characters solve their problems. ● Explains why the ending of the story is important. ● Identify sentences, which are important to the	Independently: **RL.2.4**: Student is able to… ● Identify **two** of the criteria (repeated lines, rhymes and alliteration) in a story, poem, or song. ● Describe how they help the reader understand the text better. **RL.2.5:** Student understands the story structure (plot). ● Summarizes text partially ● Describes how the beginning of the story introduces a character and ending describes how the characters solve their problems. ● Explains why the ending of the story is important. ● Identify sentences, which are important to the	Consistently and independently: **RL.2.4**: Student is able to… ● Identify and define repeated lines, rhymes and alliteration in a story, poem, or song. ● Describe how they help the reader understand the text better. **RL.2.5:** Student understands the story structure (plot). ● Summarizes text: BME ● Draws conclusions about the text using information from an introduction. ● Describes how the beginning of the story introduces a character and ending describes how the characters solve their problems. ● Explains why the ending of the story is important.	Consistently and independently: **RL.2.4**: Student is able to successfully determine the meaning of words and phrases in a text. ● Uses context clues to figure out the meaning of literal and nonliteral words. ● Uses prior knowledge to determine the meaning of literal and nonliteral words. **RL.2.5:** Student understands the story structure (plot). ● Explain how the structure of a text connect events and ideas. ● Uses parts of a text to locate specific information when writing or speaking about a text.

	ending or beginning of the story.	ending or beginning of the story.	• Identify sentences, which are important to the ending on beginning of the story. **RL.2.6:** Student is able to analyze the points of view of characters within a story by… • Using different voices when reading different character's dialogue when reading aloud. • Identify different points of view of two characters from a story. • Identify thoughts, words, and actions to show the character's point of view. • Determines how other characters might act when faced with the same situation.	**RL.2.6:** Student is able to analyze the point of view of the characters and the narrator's point of view. • Identify the characters' points of view and textual evidence to support their point of view. • Identify the point of view of the narrator and textual evidence to support their point of view. • Formulate their own point of view and textual evidence to support their point of view. • Use textual evidence to compare and contrast individual point of view and that of the characters. • Use textual evidence to compare and contrast individual point of view from the narrator.
	RL.2.6: Student is able to analyze the points of view of characters within a story with teacher support. • Using different voices when reading different character's dialogue when reading aloud. • Identify different points of view of two characters from a story. .	**RL.2.6:** Student is able to analyze the points of view of characters within a story by… • Using different voices when reading different character's dialogue when reading aloud. • Identify different points of view of two characters from a story.		
ALL **RI.2.4** **RI.2.5** **RI.2.6**	*With Teacher Prompting:* **RI.2.4:** Student is able to determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary with teacher support.	*Independently:* **RI.2.4:** Student is able to determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary.	*Consistently and Independently:* **RI.2.4:** Student is able to successfully determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary.	*Consistently and Independently:* **RI.2.4**: Student is able to successfully determine the meaning of unknown words/phrases by using a variety of strategies such as, context clues, word attack skills: antonyms, prefixes, root words, suffixes, synonyms, and the glossary.

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RI.2.5: Student is able to identify text features within a text and explains which text feature is the best to locate specific information with support from the teacher. ● table of contents ● headings ● glossary ● illustrations ● captions ● bold print ● subheadings ● Index	**RI.2.5:** Student is able to identify text features within a text by using an anchor chart and explains which text feature is the best to locate specific information. ● table of contents ● headings ● glossary ● illustrations ● captions ● bold print ● subheadings ● Index	**RI.2.5:** Student is able to identify text features within a text and explains which text feature is the best to locate specific information. ● table of contents ● headings ● glossary ● illustrations ● captions ● bold print ● subheadings ● Index	**RI.2.5:** Student is able to use text features to locate specific information. ● table of contents ● heading/sub-headings ● tables, graphs ● text boxes ● sidebars ● glossary/index ● captions ● bold/italic/highlighted print ● photographs Explain how these tools help reader locates information in a text.
RI.2.6: Student is able to identify the main purpose for writing a text (answer, explain, or describe) with teacher support.	**RI.2.6:** Student is able to identify the main purpose for writing a text (answer, explain, or describe) but provides evidence that **does not** support their answer.	**RI.2.6:** Student is able to identify the main purpose for writing a text (answer, explain, or describe) and provide evidence to support their answer.	**RI.2.6:** Student is able to distinguish his or her own point of view from that of the author. ● Identify the point of view of the narrator. ● Uses textual evidence to support the point of view of the narrator. ● Identify personal point of view and uses textual evidence to support their point of view. ● Uses textual evidence to distinguish personal point of view from that of the author. ● Compare/contrast my point of view from that of the authors.

Assessment: Common Text Assessment, Point of View Assessment, Analyzing Text Features

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5) Draws conclusions from the information gathered across multiple texts (RL.1.7 &9, RI.1.7-9)				
Trimester	**1**	**2**	**3**	**4**
ALL **RL.2.7** **RL.2.9**	*With Teacher Prompting:* **RL.2.7:** Student is able to demonstration understanding of story elements by using the textual evidence and illustrations. ● Describe the characters and their feelings and, the setting using details/illustrations from the text.	Independently: **RL.2.7:** Student is able to demonstration understanding of story elements by using the textual evidence and illustrations. ● Describe the characters and their feelings and, the setting using details/illustrations from the text.	Consistently and independently: **RL.2.7:** Student is able to demonstrate understanding of story elements by <u>using the textual evidence and illustrations.</u> ● Describe the <u>characters and their feelings, setting</u> and <u>events from the story</u> using details/illustrations from the text. ● Make inferences about characters and their feelings by using the details/illustrations from the text.	Consistently and independently: **RL.2.7:** Student is able to explain how the text's illustrations contribute to what is conveyed by the words. ● Identify, explain, and cite textual evidence to describe how the illustrations contribute to the understanding of the setting, mood, and character traits in a text.
	RL.2.9: Student is able to compare and contrast two versions of the same story with support from the teacher. ● Identify how two stories are similar when authors are different or from different places. **OR** ● Identify how two stories are different when authors are different or from different places.	**RL.2.9:** Student is able to compare and contrast two versions of the same story. ● Identify how two stories are similar when authors are different or from different places. **OR** ● Identify how two stories are different when authors are different or from different places.	**RL.2.9:** Student is able to compare and contrast two versions of the same story. ● Identify how two stories are similar when authors are different or from different places. ● Identify how two stories are different when authors are different or from different places.	**RL.2.9:** Student is able to compare and contrast theme, setting and plot two texts on the same author. ● Identify the theme, setting and plot in a text. ● Compare how theme, setting and plot are similar in the stories. ● Contrast how theme, setting and plot are different in the stories.

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ALL RI.2.7 RI.2.8 RI.2.9	*With Teacher Prompting:*	Independently:	Consistently and independently:	Consistently and independently:
	RI.2.7: Student is able to explain how images contribute to informational texts with teacher support. ● Read and understand charts, diagrams, graphics, images, photographs, maps etc... ● Match the illustration to the events they depict in the story.	**RI.2.7:** Student is able to explain how images contribute to informational texts. ● Read and understand charts, diagrams, graphics, images, photographs, maps etc... ● Match the illustration to the events they depict in the story. ● Explain how specific images help the reader understand the text.	**RI.2.7:** Student is able to explain how images contribute to informational texts. ● Read and understand charts, diagrams, graphics, images, photographs, maps etc... ● Explain what information from the text provides information about the author's message. ● Explain how an illustration, drawing, diagram, photograph etc. supports the text.	**RI.2.7:** Student is able to explain how images contribute to informational texts. ● Read and understand charts, diagrams, graphics, images, photographs, maps etc.. ● Explain how specific images and words are used to better understand the key events of the text.
	RI.2.8: Student is able to describe how reasons support points made by the author with teacher support. ● Identify specific point(s) the author is making in a text.	**RI.2.8:** Student is able to describe how reasons support points made by the author. ● Identify specific points the author is making in a text.	**RI.2.8:** Student is able to describe how reasons support points made by the author. ● Identify specific points the author is making in a text.(e.g., use heading, table of contents, glossary, index) ● Describe reasons (2) that support the point made by the author.	**RI.2.8:** Student is able to make connections across sentences and paragraphs to support the points the author is making in the text. ● Identify text structures comparisons, cause/effect and sequential order within a text. ● Explains why the different structures (comparison, cause/effect, or sequential order) were used within a text. ● Identifies specific points the author is making in a text. ● Describes details (3 or more) that support the point made by the author.
	RI.2.9: Student is able to compare and contrast the most important points in two texts on the same	**RI.2.9:** Student is able to compare and contrast the most important points in two texts on the same topic.	**RI.2.9:** Student is able to compare and contrast the most important points in two texts or two topics in a text on the same topic.	**RI.2.9:** Students will be able to use key points to compare and contrast two texts on the same topic.

topic with support from the teacher. ● Identify important points in an informational text. ● Identify similarities between two texts. **OR** ● Identify the main difference between two passages.	● Identify important points in an informational text. ● Identify similarities between two texts. **OR** ● Identify the main difference between two passages.	● Identify important points in an informational text. ● Identify similarities between two texts. ● Identify the main difference between two texts.	● Determine similarities about the two texts on the same topic. ● Use textual evidence, to explain how the two texts are similar. ● Determine differences between the two texts on the same topic. ● Use textual evidence, to explain how the two texts are different.

Assessment: Analyzing Illustrations Assessment, Comparing and Contrasting Assessment, Analyzing the Main Points in a story

Foundations of Reading

6) *Recognizes grade-level sight words* (RF.2.3)				
Trimester	**1**	**2**	**3**	**4**
ALL	Student is able to recognize fewer than 23 sight words.	Student is able to recognize 24 - 44 sight words.	Student is able to recognize 45 - 64 sight words.	Student is able to recognize 64 or more sight words.

Assessment: Dolch Sight Word Assessment

7) *Applies grade-level phonics skills* (RF.2.3)				
Trimester	**1**	**2**	**3**	**4**
Trimester 1	Student is able read fewer than 39 known and unknown words on the PSI. Read words with: ● Predictable Vowel Teams	Student is able read 40-75 known and unknown words on the PSI. Read words with: ● Predictable Vowel Teams ○ ay, ai, aw, oa, oe, oi, oy, ight, ee, au	Student is able read 76-80 known and unknown words on the PSI. Read words with: ● Predictable Vowel Teams ○ ay, ai, aw, oa, oe, oi, oy, ight, ee, au	Student is able to use a variety of phonics skills **independently** to read known and unknown words. Read words with: ● Closed syllables ● Silent-e syllables ● Open syllables

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○ ay, ai, aw, oa, oe, oi, oy, ight, ee, au
● Unpredictable Vowel Teams
  ○ ie, ow, ea, oo, ou, ew
● Vowel-r
  ○ ar, or, ur, ir, er,
● Trigraphs
● Silent Letters
● Hard/Soft c & g
	● Unpredictable Vowel Teams
	  ○ ie, ow, ea, oo, ou, ew
	● Vowel-r
	  ○ ar, or, ur, ir, er,
	● Trigraphs
	● Silent Letters
	● Hard/Soft c & g
		● Unpredictable Vowel Teams
		  ○ ie, ow, ea, oo, ou, ew
		● Vowel-r
		  ○ ar, or, ur, ir, er,
		● Trigraphs
		● Silent Letters
		● Hard/Soft c & g
			● Vowel Team syllables
			● Consonant -le syllables
			● Vowel-r
			● Syllable Division Rules

Assessment: PSI Assessment

10) *Reads with grade-level accuracy and fluency*				
Trimester	**1**	**2**	**3**	**E**
ALL **General Grade Level Rates:** **T1: 48-63 Words** **T2: 80-95 Words** **T3: 95-111 Words**	Demonstrates fluent reading: ● Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. ● Reads with appropriate accuracy and speed to support comprehension: <88 words per minute .	Demonstrates fluent reading: ● Reads primarily in two-word phrases with some three- and four- word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress with slow rate most of the time. ● Reads with appropriate accuracy and speed to support comprehension: 88-94 words per minute	Demonstrates fluent reading: ● Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. ● Reads with appropriate accuracy and speed to support comprehension: 95-111 words per minute	***Not Applicable*** If a student is reading above 111 words per minute and is demonstrating strong comprehension, that is great! If not, the student may need to slow down. Our goal is to encourage reading at a rate that supports understanding of the text.

Assessment: Fountas and Pinnell Benchmark Assessment System and 6 Dimensions of Reading Fluency Rubric

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Words read per minute rates based upon the National Oral Reading Fluency Norms (Hasbrouch & Tindal, 2017)

Writing

Trimester	1	2	3	E
11) Writes for a Purpose: Opinion, Informational, Narrative				
ALL	Scoring a 2.0 or below on the district first grade writing rubric using a minimum of two writing samples.	Scoring a 2.1 – 2.5 on the district first grade writing rubric using a minimum of two writing samples.	Scoring a 2.6 – 3.0 on the district first grade writing rubric using a minimum of two writing samples.	Scoring a 3.1 or above on the district first grade writing rubric using a minimum of two writing samples.

Assessment: *Collection of Writing Samples including Pre/Post On Demand Writing Pieces, Teacher selected completed writing pieces, student selected completed writing pieces*

Trimester	1	2	3	E
12) Strengthens writing by revising and editing in order to publish writing				
	Scoring a 2.0 or below on the district second grade writing rubric using published writing samples.	Scoring a 2.1 – 2.5 on the district second grade writing rubric using published writing samples.	Scoring a 2.6 – 3.0 on the district second grade writing rubric using published writing samples.	Scoring a 3.1 or above on the district second grade writing rubric using published writing samples.

Assessment: *Published Writing Samples*

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14) Applies spelling rules to write known and unknown words				
Trimester	1	2	3	E
ALL	Consistently & Independently or With Teacher Support Spell K-1st grade-appropriate words correctly, consulting references as needed. Applies spelling rules using the following patterns: • Beginning Consonants • Final Consonants • Short Vowels • Word Families District Curriculum: *Fundations, Lucy Calkins Rubrics (Spelling/Language Conventions)*	Consistently & Independently or With Teacher Support Spell 1st grade-appropriate words correctly, consulting references as needed. Applies spelling rules using the following patterns: • Beginning Consonants • Final Consonants • Short Vowels • Digraphs/Digraphs • Short Vowels • Word Families • Long Vowel (Vce) District Curriculum: *Fundations, Lucy Calkins Writing Rubrics (Spelling/Language Conventions)*	Consistently & Independently Spell 2nd grade-appropriate words correctly, consulting references as needed. Applies spelling rules using the following patterns: • Beginning Consonants • Final Consonants • Consonant Blends • Digraphs • Short Vowels • Word Families • Long Vowel (Vce) • Vowel teams • Common Prefixes/Suffixes • Irregular Spelled Words District Curriculum: *Fundations, Lucy Calkins Writing Rubrics (Spelling/Language Conventions)*	Consistently & Independently: Spell above 3rd grade-appropriate words correctly, consulting references as needed. District Curriculum: *Fundations, Lucy Calkins Writing Rubrics (Spelling/Language Conventions)*
Assessment: Spelling Screener, Fundations Unit Assessments, Lucy Calkins Writing Rubrics Spelling/Language Conventions				

Updated – 12.5.19

15) Applies grade level conventions of language

Trimester	1	2	3	E
ALL	Student does not routinely apply grade level conventions of grammar, mechanics, and usage when writing and speaking.	Student applies grade level conventions of grammar, mechanics, and usage with teacher prompting and support when writing and speaking.	Student consistently and independently applies the majority of grade level conventions of grammar, mechanics, and usage when writing and speaking.	Student consistently and independently applies grade level writing conventions.
	• Use collective nouns • Form and use frequently occurring irregular plural nouns • Uses reflexive pronouns • Uses adjectives and adverbs and choose between them • Produce, expand and rearrange complete simple and compound sentences • Capitalize holidays, product names, and geographic names • Use commas in greetings and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives • Generalize learned spelling patterns when writing words	• Use collective nouns • Form and use frequently occurring irregular plural nouns • Uses reflexive pronouns • Uses adjectives and adverbs and choose between them • Produce, expand and rearrange complete simple and compound sentences • Capitalize holidays, product names, and geographic names • Use commas in greetings and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives • Generalize learned spelling patterns when writing words	• Use collective nouns • Form and use frequently occurring irregular plural nouns • Uses reflexive pronouns • Uses adjectives and adverbs and choose between them • Produce, expand and rearrange complete simple and compound sentences • Capitalize holidays, product names, and geographic names • Use commas in greetings and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives • Generalize learned spelling patterns when writing words	• Use collective nouns • Form and use frequently occurring irregular plural nouns • Uses reflexive pronouns • Uses adjectives and adverbs and choose between them • Produce, expand and rearrange complete simple and compound sentences • Capitalize holidays, product names, and geographic names • Use commas in greetings and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives • Generalize learned spelling patterns when writing words

Updated – 12.5.19

Assessment: *Use of a minimum of three writing samples*