Second Grade Report Card Companion Rubric ELA

Standard	Exceeding Standard	Meeting Standard	Approaching Standard	Not Yet
READING				
Foundational Skills: Print Concepts	- Recognize and use features of a paragraph correctly when reading and writing	- Recognize and use features of a sentence correctly when reading and writing	-recognize these features of a sentence: first word, capitalization, ending punctuation	-does not recognize these features of a sentence: first word, capitalization, ending punctuation
Foundational Skills: Phonological Awareness	-Decode fluently to read and comprehend complex texts	-read and spells long and short vowels -blend sounds in 2-syllable words with vowel teams -isolate sounds in 2-syllable words -segment 2-syllable words into phonemes	--distinguish long from short vowels -blend sounds in 1-syllable words with consonant blends -isolate initial, medial, and final sounds -segment 1-syllable words into phonemes	-does not distinguish long from short vowels -does not blend sounds in 1-syllable words with consonant blends -does not isolate initial, medial, and final sounds -does not segment 1—-does not syllable words into phonemes
Foundational Skills: Phonics and Word Recognitions	-Know and apply grade-level phonics and word analysis skills in decoding words. -Identify and know the meaning of the most common prefixes and	-decode 2-syllable words with long vowels -decode words with prefixes and suffixes -decode 2-syllable words	- distinguish long and short vowels -know common vowel teams -read common sight	- does not distinguish long and short vowels -does not know common vowel teams -determine the number of

	derivational suffixes. - Decode words with common Latin suffixes. - Decode multisyllable words. -Read grade-appropriate irregularly spelled words.	with short vowels -read words with inflected endings	words	syllables in a word -does not read common sight words --read common sight words
Foundational Skills: Fluency	-Read with sufficient accuracy and fluency to support comprehension. - Read on-level text with purpose and understanding. -Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-read above grade level text with purpose and understanding -read above grade level text with purpose and understanding -self-correct when reading above grade level text	-read grade level text with purpose and understanding -read orally with accuracy, appropriate rate, and expression -self-correct when reading	-does not read grade level text with purpose and understanding -does not read orally with accuracy, appropriate rate, and expression -does not self-correct when reading
Literature: Key Ideas &	-Ask and answer questions	-ask and answer *who,*	-ask and answer key	-does not ask and answer

Details	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*what, when, where,* and *how* questions	questions about details	key questions about details
	-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. -Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	-recount stories, fables, and folktales including the central message, moral, or lesson -describe how characters change in response to major events & challenges	-retell stories, including key details and central message or lesson characters, setting, and major events	-does not retell stories, including key details and central message or lesson - does not retell characters, setting, and major events
Literature: Craft & Structure	-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. - Refer to parts of stories, dramas, and poems when writing or speaking about a	-describe how words/phrases supply rhythm & meaning in a story, poem, or song -describe overall structure of a story -acknowledges	-identify words/phrases that suggest feelings or appeal to the senses -Explain differences between books that tell stories and books that give information	-does not identify words/phrases that suggest feelings or appeal to the senses -does not explain differences between books that tell stories and books that give

	text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. -Distinguish their own point of view from that of the narrator or those of the characters.	differences in the points of view of characters	-Identify who is telling the story at various points in a text.	information -does not identify who is telling the story at various points in a text.
Literature: Integration of Knowledge & Ideas	-Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	-use information gained from illustrations and print to demonstrate understanding of characters, setting, plot -compare and contrast 2 versions of the same story	-uses illustrations and details in a story to describe characters, setting, or events -compare and contrast characters, adventures, and experiences	-does not use illustrations and details in a story to describe characters, setting, or events -does not compare and contrast characters, adventures, and experiences
Level of Text Complexity	DRA Above 28	DRA Level 16 – 28 140L – 500L	DRA Level 3 – 16 Up to 300L	DRA Level below level 3
Informational Text:	-Ask and answer questions	-ask and answer *who,*	-ask and answer questions	-does not ask and answer

Key Ideas & Details	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. -Determine the main idea of a text; recount the key details and explain how they support the main idea. -Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	*what, when, where,* and *how* questions -identify the main topic of multi-paragraph text -describe connection between series of historical events, scientific ideas, or steps in technical procedures	about key details -identify main topic and retell key details -describe connection between 2 individuals, events, ideas, or pieces of information	questions about key details -does not identify main topic and retell key details -does not describe connection between 2 individuals, events, ideas, or pieces of information
Informational Text: Craft & Structure	-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. -Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information	-Determine the meaning of words and phrases in a text relevant to a subject area. -Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate	--Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. -Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)	-does not ask and answer questions to help determine or clarify the meaning of words and phrases in a text. -does not know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)

	relevant to a given topic efficiently -Distinguish their own point of view from that of the author of a text.	key facts or information in a text efficiently. -Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	to locate key facts or information in a text. -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	to locate key facts or information in a text. -does not distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	-Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). -Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). -Compare and contrast the most important points and key details presented in two	-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. -Describe how reasons support specific points the author makes in a text. -Compare and contrast the most important points presented by two texts on the same topic.	-Use the illustrations and details in a text to describe its key ideas -Identify the reasons an author gives to support points in a text. -Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-Does not use the illustrations and details in a text to describe its key ideas -Does not identify the reasons an author gives to support points in a text. -Does not identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

	texts on the same topic.			

WRITING				
Text types and Purposes	-Write opinion pieces on topics or texts, supporting a point of view with reasons. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Provide reasons that support the opinion. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. -Provide a concluding statement or section. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	--Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. -Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. -Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe	-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. -Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure -Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	-Does not write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. -Does not write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure -Does not write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of

	- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - Develop the topic with facts, definitions, and details. -Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. - Provide a concluding statement or section. -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		closure.

	-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.			
Production and distribution of writing	-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. -With guidance and support from adults, use technology to produce and publish	-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**-**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**-**With guidance and support from adults, does not focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. -With guidance and support from adults, does not use a variety of digital tools to produce and publish writing, including in collaboration with peers.

	writing (using keyboarding skills) as well as to interact and collaborate with others.		
Research to Build and Present Knowledge	-Conduct short research projects that build knowledge about a topic. -Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	--Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). -Recall information from experiences or gather information from provided sources to answer a question	-Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	-Does not participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). -With guidance and support from adults, does not recall information from experiences or gather information from provided sources to answer a question.
		LANGUAGE	
Conventions of Standard English	-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in	-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize holidays,	-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize dates and	-Does not demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Does not capitalize dates

general and their functions in particular sentences. -Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). -Form and use regular and irregular verbs. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. -Ensure subject-verb and pronoun-antecedent agreement.* -Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences -Demonstrate command of	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 (e.g., cage → badge; boy → boil). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	names of people. b. Use end punctuation for sentences. - Use commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. -Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	and names of people. b. Use end punctuation for sentences. - Does not use commas in dates and to separate single words in a series. - Does not use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. -Does not spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

| | the conventions of standard English capitalization, punctuation, and spelling when writing.

-Capitalize appropriate words in titles.

-Use commas in addresses.

- Use commas and quotation marks in dialogue.

-Form and use possessives.

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

-Consult reference materials, including			

	beginning dictionaries, as needed to check and correct spellings. -Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Choose words and phrases for effect.* -Recognize and observe differences between the conventions of spoken and written standard English.		
Vocabulary Acquisition and Use	-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. -Determine the meaning of	-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or	-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb	-Does not determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Does not identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning

the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. -Demonstrate understanding of word relationships and nuances in word meanings. -Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). -Identify real-life connections between words	phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. -Demonstrate	to duck). - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. -With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Identify real-life connections between words and their use (e.g., note places at school that	the verb to duck). - Does not use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. -Does not explore word relationships and nuances in word meanings. - Does not sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. - Does not demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Does not identify real-life connections between words and their use (e.g., note places at school that

	and their use (e.g., describe people who are friendly or helpful). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). -Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). -Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). -Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	are colorful). -Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. -Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	are colorful). -Does not distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. -Does not use words and phrases acquired through conversations, reading and being read to, and responding to texts.
		SPEAKING AND LISTENING		
Comprehension and	-Engage effectively in a	-Participate in	-Participate in	-Does not participate in

Collaboration	range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. -Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of	collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion. -Recount or describe key ideas or details from a text read aloud or information presented	collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. - Ask questions to clear up any confusion about the topics and texts under discussion -Ask and answer questions about key details in a text read aloud or information presented orally or	collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. - Does not follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). - Does not build on others' talk in conversations by responding to the comments of others through multiple exchanges. - Does not ask questions to clear up any confusion about the topics and texts under discussion -Does not ask and answer questions about key details in a text read

	others. -Explain their own ideas and understanding in light of the discussion. -Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	orally or through other media. -Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	through other media. -Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	aloud or information presented orally or through other media. -Does not ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	-Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. -Create engaging audio recordings of stories or poems that demonstrate	-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. -Create audio recordings of stories or poems; add drawings or other visual displays to stories or	-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. -Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and	-Does not describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. -Does not add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and

	fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. -Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. -Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	feelings. - Produce complete sentences when appropriate to task and situation.	feelings. - Does not produce complete sentences when appropriate to task and situation.