Grade 2 ELA Rubric

Please click on the links below to navigate to the standards and strands.

Foundational Skills

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
High Frequency Word Recognition (R.F.2.3) **Reads common grade level high frequency words** **Red Word Assessment**			
1, 2	**shows limited progress or is unable to** ● **read** 25 common high frequency words by sight (below 40% mastery of the *Layer 1 and Layer 2 Red Word List*)	● **reads** 25-49 common high frequency words by sight (40-79% mastery of the *Layer 1 and Layer 2 Red Word List*)	● **reads** 50-62 common high frequency words by sight (80-100% mastery of *Layer 1 and Layer 2 Red Word List*)
3	**shows limited progress or is unable to** ● **read** 24 common high frequency words by sight (below 40% mastery of the *Layer 2* and *Layer 3 Red Word List*)	● **reads** 25-51 common high frequency words (41-83% mastery of the *Layer 2* and *Layer 3 Red Word List*)	● **reads** 52-61 common high frequency words by sight (85-100% mastery of *Layer 2* and *Layer 3 Red Word List*)
High Frequency Word Recognition (R.F.2.3) **Writes common grade level high frequency words** **Red Word Assessment**			
1, 2	**shows limited progress or is unable to** ● **write** 25 common high frequency words by sight (below 40% mastery of the *Layer 1 and Layer 2 Red Word List*)	● **writes** 25-49 common high frequency words by sight (40-79% mastery of the *Layer 1 and Layer 2 Red Word List*)	● **writes** 50-62 common high frequency words by sight (80-100% mastery of *Layer 1 and Layer 2 Red Word List*)
3	**shows limited progress or is unable to** ● **write** 24 common high frequency words by sight (below 40% mastery of the *Layer 2* and *Layer 3 Red Word List*)	● **writes** 25-51 common high frequency words by sight (41-83% mastery of the *Layer 2* and *Layer 3 Red Word List*)	● **writes** 52-61 common high frequency words by sight (85-100% mastery of *Layer 2* and *Layer 3 Red Word List*)
Phonics & Word Recognition (R.F.2.3) **Knows and applies grade level phonics and word analysis skills in decoding words**			

1	**shows limited progress or is unable to** ● distinguish long and short vowels when reading regularly spelled one-syllable words ● apply the sounds for common beginning and ending blends when reading one-syllable words	● distinguishes long and short vowels when reading regularly spelled one-syllable words ● applies the sounds for common beginning and ending blends when reading one-syllable words	● distinguishes long and short vowels when reading regularly spelled one-syllable words ● applies the sounds for common beginning and ending blends when reading one-syllable words
2	**shows limited progress or is unable to** ● apply the sounds for common beginning and ending blends when reading one-syllable words **and** two-syllable words ● read regularly spelled two-syllable words with long vowels	● applies the sounds for common beginning and ending blends when reading one-syllable words **and** two-syllable words ● reads regularly spelled two- syllable words with long vowels	● applies the sounds for common beginning and ending blends when reading one-syllable words **and** two-syllable words ● reads regularly spelled two- syllable words with long vowels

3	**shows limited progress or is unable to**
	● apply grade-level and word-analysis skills when reading one and two-syllable words with:
	  ○ vowel teams
	  ○ prefixes
	  ○ suffixes
	  ○ beginning and ending blends
		● applies grade-level and word-analysis skills when reading one and two-syllable words with:
		  ○ vowel teams
		  ○ prefixes
		  ○ suffixes
		  ○ beginning and ending blends
			● applies grade-level and word-analysis skills when reading one and two-syllable words with:
			  ○ vowel teams
			  ○ prefixes
			  ○ suffixes
			  ○ beginning and ending blends

Fluency (RF.2.4)
Reads with accuracy and fluency to support comprehension

1, 2, 3	**shows limited progress or is unable to**
	● **read word by word** with slow rate
	● self-correct words
		● reads primarily **2 word phrases** with slow rate
		● monitors reading and self-corrects words and/or rereads parts of texts they don't understand
			● reads primarily in **3 or 4 word phrases** with
			  ○ **some** smooth expression guided by author's meaning and punctuation
			  ○ **mostly** appropriate stress and rate
			● monitors reading and self-corrects words and/or rereads parts of texts they don't understand

Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	**With prompting and support**	**Consistently and independently**
Key Ideas and Details (R.L.2.1, R.L.2.2, R.L.2.3) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6 **Demonstrates comprehension of a story**			
1, 2	**shows limited progress or is unable to** ● ask or answer questions about key details in a text ● use words, pictures, **or** sentences to help determine details in a text ● retell stories in chronological order including only key details ● identify characters and settings in a story	● asks and answer **some** questions that show understanding about key details in a text ● use words, pictures, **or** sentences to help determine the key details in a text ● chronologically retells stories, and demonstrates an understanding of the central message or lesson ● describes how characters **respond** to major events and challenges in a story	● asks and answers questions to understand key details in a text ○ who, what, when, were, why, how ● uses words, pictures, **and** sentences to help determine the key details in a text ● chronologically retells stories, and demonstrates an understanding of the central message or lesson ● describes how characters **respond** to major events and challenges in a story
3	*Not explicitly taught. Ongoing instruction provided to work towards mastery.*		
Craft and Structure (R.L.2.4, R.L.2.5, RL.2.6) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5 **Uses information from the text to comprehend**			
1, 2	**shows limited progress or is unable to** ● determine the meaning of words and phrases in stories, poems, or songs ● understand how stories are organized into beginning, middle, and end ● understand what characters are thinking or feeling at different parts of the story	● determines the meaning of words and phrases in stories, poems, or songs ● understands how stories are organized into beginning, middle, and end **and** how story elements develop during each part ● understands what characters are thinking or feeling at different parts of the story	● determines the meaning of words and phrases in stories, poems, or songs and adds to the overall understanding of the text ● understands how stories are organized into beginning, middle, and end **and** how story elements develop during each part ● determines the differences in the ways characters think and act in each part of the story
3	*Not explicitly taught. Ongoing instruction provided to work towards mastery.*		
Integration of Knowledge and Ideas (R.L.2.7, R.L.2.9) Unit 1, Unit 2, Unit 4, Unit 5, Unit 6 **Analyzes and evaluates information from the text**			
1, 2	**shows limited progress or is unable to** ● explain how illustrations and words give information about the characters, setting, **or**	● explains how illustrations and words describe the characters, setting, **or** plot ● compares **or** contrasts two versions of the	● explains how illustrations and words describe the characters, setting, **and** plot ● compares **and** contrasts two versions of the

		same story	same story
	plot ● compare **or** contrast two versions of the same story		
3	*Not explicitly taught. Ongoing instruction provided to work towards mastery.*		

Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	**With prompting and support**	**Consistently and independently**
Key Ideas and Details (RI.2.1, RI.2.2, RI.2.3) Unit 6, Unit 7, Unit 8, Unit 9 **Demonstrates comprehension of a text**			
1			
2, 3	**shows limited progress or is unable to** ● answer questions about key details in a text ● identify the main topic and retell key details of a text (Trimester 3 only) ● describe how two individuals, events, ideas, or pieces of information relate to one another	● **asks and** answers **some** questions about key details in a text ● identifies the main topic and retells **some** key details of a text (Trimester 3 only) ● describes how two individuals, events, ideas, or pieces of information relate to one another	● asks and answers questions to understand key details in a text. ● identifies the main topic of a multiparagraph text **and** recounts key ideas, details, and events that explain the main topic (Trimester 3 only) ● understands that the author's purpose is to describe people, events, and concepts; to give steps in a process; or to describe how to do something ● can put events, ideas, or steps in order and explain how they go together
Craft and Structure (RI.2.4) Vocabulary Lessons **Uses information from the text to figure out meaning of words**			
1			

2, 3	**shows limited progress or is unable to**
	● use a strategy to figure out the meaning of words and phrases in a text
		● uses **some** strategies to figure out the meaning of words and phrases in a text
		  ○ illustrations
		  ○ text features
		  ○ repeated words
		  ○ bold words
			● uses strategies to figure out the meaning of words and phrases in a text
			  ○ illustrations
			  ○ text features
			  ○ repeated words
			  ○ bold words

		○ substitute words in place of unknown word ○ context clues	○ substitute words in place of unknown word ○ context clues

Craft and Structure (RI.2.5, RI.2.6) Unit 7, Unit 8, Unit 9
Uses text features to locate information and identify main purpose of a text

1,2			
3	**shows limited progress or is unable to** - use text features to locate key facts or information - identify the main purpose of the text	- uses text features to locate key facts or information - identifies the main purpose of the text	- uses text features to locate key facts or information - identifies the main purpose of the text and uses text evidence to determine the author's point of view

Integration or Knowledge of Ideas (RI.2.7, RI.2.8, RI.2.9) Unit 6, Unit 7, Unit 8, Unit 9
Analyzes and evaluates information from a text

1			
2, 3	**shows limited progress or is unable to** - use text features to understand and clarify the information (Trimester 3 only) - identify key points in a text - compare **or** contrast the most important points presented by two texts on the same topic	- uses and explains how text features are used to help the reader understand and clarify the information (Trimester 3 only) **identifies** key points in a text **and/or describe** how the author's reasons support those key points - compares **and/or** contrasts the most important points presented by two texts on the same topic	- uses and explains how text features are used to help the reader understand and clarify the information (Trimester 3 only) **identifies** key points in a text **and describes** how the author's reasons support those key points - compares **and** contrasts the most important points presented by two texts on the same topic

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	**With prompting and support**	**Consistently and independently**
Uses Grade Appropriate Writing Skills for Various Purposes (W.2.1, W.2.2, W.2.3)			
1	**shows limited progress or is unable to** ● write for various purposes	● writes **one or two** sentences for various purposes	● writes **multiple** sentences for various purposes using sentences **that contain a complete thought**
Applies Grammar and Usage When Writing (L.2.1)			
1	**shows limited progress or is unable to** ● form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● use reflexive pronoun (ex: yourself, ourselves, myself) ● irregular verb (ex: tell, told)	● forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● uses reflexive pronouns (ex: yourself, ourselves, myself) ● uses irregular verb (ex: tell, told)	● forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● uses reflexive pronouns (ex: yourself, ourselves, myself) ● uses irregular verbs (ex: tell, told)
Applies Capitalization, Punctuation and Spelling when Writing (L2.2)			
1	**shows limited progress or is unable to** ● capitalize proper nouns and the first letter of sentences ● **use** ending punctuation ● use apostrophes to form contractions and frequently occurring possessives ● write beginning, middle **or** end sounds to represent words	● capitalizes proper nouns **or** the first letter of sentences ● uses **some** ending punctuation ● uses apostrophes to form contractions and frequently occurring possessives ● writes beginning, middle **and** end sounds to represent words, **using approximated or conventional spelling**	● capitalizes proper nouns **and** the first letter of sentences ● uses ending punctuation ● uses apostrophes to form contractions and frequently occurring possessives ● uses grade-appropriate spelling patterns

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	**With prompting and support**	**Consistently and independently**

Fiction (W.2.3)

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
2	**shows limited progress or is unable to** - communicate ideas - use elements of a fiction genre - apply grammar, usage and mechanics (capitals and punctuation) - write beginning, middle **and** end sounds to represent words	- communicates ideas - shows **some** elements of the fiction genre - connects ideas, using a beginning, middle **or** end - includes **some** details - applies **some** grammar, usage and mechanics **at times** (capitals and punctuation) - writes beginning, middle **and** end sounds to represent words, **using approximated or conventional spelling**	- communicates ideas **and** stays on topic - shows elements of the fiction genre, realistic or imaginary - connects one idea to the next, using a beginning, middle **and** end **with transition words to show the order of events** - includes details **about feelings and varied, descriptive vocabulary** - applies grammar, usage and mechanics. (uses capitals including proper nouns, punctuation correctly **and dialogue is included**) - uses grade-appropriate spelling

Applies Grammar and Usage When Writing (L.2.1)

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
2	**shows limited progress or is unable to** - form and use frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) - reflexive pronoun (ex: yourself, ourselves, myself) - irregular verb (ex: tell, told)	- forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) - uses reflexive pronoun (ex: yourself, ourselves, myself) - uses irregular verb (ex: tell, told)	- forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) - uses reflexive pronouns (ex: yourself, ourselves, myself) - uses irregular verbs (ex: tell, told)

Applies Capitalization, Punctuation, and Spelling when Writing (L.2.2)

2	shows limited progress or is unable to ● capitalize proper nouns and the first letter of sentences ● **use** ending punctuation ● use apostrophes to form contractions and frequently occurring possessives	● capitalizes proper nouns **or** the first letter of sentences ● uses **some** ending punctuation ● uses apostrophes to form contractions and frequently occurring possessives	● capitalizes proper nouns **and** the first letter of sentences ● uses ending punctuation ● uses apostrophes to form contractions and frequently occurring possessives

Writing and Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	**With prompting and support**	**Consistently and independently**
Informational, Non-Fiction (W.2.2)			

2, 3	shows limited progress or is unable to
	● communicate ideas
	● show elements of the non-fiction genre
		● communicates ideas
		● shows elements of the non-fiction genre:
		  ○ true information
		  ○ illustrations
		  ○ diagram
		  ○ opening sentence that introduces **and** closing sentence that ends the piece
			● communicates ideas **and** stays on topic
			● shows elements of the non-fiction genre:
			  ○ true information
			  ○ illustrations
			  ○ diagram
			  ○ opening sentence that introduces **and** closing sentence that ends the piece
			● **connects ideas logically from one to the next**
			● **information is expressed in the writer's own words**
			● **contains varied and descriptive vocabulary**

Applies Grammar and Usage When Writing (L.2.1)			
2, 3	shows limited progress or is unable to ● form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● reflexive pronoun (ex: yourself, ourselves, myself) ● irregular verb (ex: tell, told)	● forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● uses reflexive pronoun (ex: yourself, ourselves, myself) ● uses irregular verb (ex: tell, told)	● forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● uses reflexive pronouns (ex: yourself, ourselves, myself) ● uses irregular verbs (ex: tell, told)

Applies Capitalization, Punctuation, and Spelling when Writing (L.2.2)

2, 3	shows limited progress or is unable to ● capitalize proper nouns and the first letter of sentences ● **use** ending punctuation ● use apostrophes to form contractions and frequently occurring possessives	● capitalizes proper nouns **or** the first letter of sentences ● uses **some** ending punctuation ● uses apostrophes to form contractions and frequently occurring possessives	● capitalizes proper nouns **and** the first letter of sentences ● uses ending punctuation ● uses apostrophes to form contractions and frequently occurring possessives

Writing and Language

Trimeter	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Opinion (W.2.1)			
3	shows limited progress or is unable to ● communicate ideas ● state opinion clearly	● communicates ideas ● shows **some** elements of an opinion piece (see meets standards)	● communicates ideas **and stays on topic** ● shows **all** elements an opinion piece: ○ stating opinion ○ reasons to support ○ a closing sentence that restates the opinion ○ linking words ● shows individual expression and/or creativity
Applies Grammar and Usage When Writing (L.2.1)			
3	shows limited progress or is unable to ● form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● reflexive pronoun (ex: yourself, ourselves, myself) ● irregular verb (ex: tell, told)	● form and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● reflexive pronoun (ex: yourself, ourselves, myself) ● irregular verb (ex: tell, told)	● forms and uses frequently occurring irregular plural nouns (ex: feet, children, teeth, mice) ● reflexive pronouns (ex: yourself, ourselves, myself) ● irregular verbs (ex: tell, told)
Applies Capitalization, Punctuation, and Spelling when Writing (L.2.2)			

| 3 | shows limited progress or is unable to
● capitalize proper nouns and the first letter of sentences
● **use** ending punctuation
● use apostrophes to from contractions and frequently occurring possessives
● use grade-appropriate spelling patterns | ● capitalize proper nouns **or** the first letter of sentences
● use **some** ending punctuation
● use apostrophes to from contractions and frequently occurring possessives
● use grade-appropriate spelling patterns | ● capitalizes proper nouns **and** the first letter of sentences
● uses ending punctuation
● uses apostrophes to from contractions and frequently occurring possessives
● uses grade-appropriate spelling patterns |

Language

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	**With prompting and support**	**Consistently and independently**
Understands and Applies New Vocabulary (L.2.4, L.2.5)			

1, 2, 3	shows limited progress or is unable to
	● determine the meaning of unknown words
	● use words and phrases acquired through conversations, reading **or** being read to
		● determine the meaning of unknown and multiple- meaning words and phrases on grade 2 reading and content
		● use words and phrases acquired through conversations, reading **or** being read to
			● determines the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content using:
			  ○ context clues
			  ○ root words
			  ○ prefixes and suffixes
			  ○ meaning of individual words to predict the meaning of compound words
			  ○ glossaries and dictionaries
			● uses words and phrases acquired through conversations, reading **and** being read to