Grade 2 English Language Arts

Important Notes

- For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators,** the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.

- For all indicators, the specific skills to incorporate into each score are only listed under "3." A "4" includes all of the criteria of a 3, plus the additional criteria of a "4".

Reading: Literature and Informational Text

Report Card Indicator: Answers questions about fiction texts			
Standard: RL.2.1			
Trimester	1	2	3	4
1	Unable to ask and answer questions about a fiction text	Requires prompting and support to ask and answer questions about a fiction text	Independently asks and answers questions about grade level fiction texts	Independently and consistently asks and answers questions about a text and refers to evidence in the text

2	Unable to ask and answer questions about a fiction text	Requires prompting and support to ask and answer questions about a fiction text.	Independently asks and answers questions about grade level fiction texts	Independently and consistently asks and answers questions about a fiction text and refers to evidence in the text
3	Unable to ask and answer questions about a fiction text	Requires prompting and support to ask and answer questions about a fiction texts	Independently asks and answers questions about grade level fiction texts	Independently and consistently asks and answers questions about a fiction text and refers to evidence in the text

Report Card Indicator: Answers questions about informational texts			
Standard: RI.2.1			

Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A

2	Unable to ask and answer questions about an informational text	Requires prompting and support to ask and answer questions about an informational text	Independently asks and answers questions about grade level informational texts	Independently and consistently asks and answers questions thoughtfully about an informational text and refers explicitly to the details in the text to support answers
3	Unable to ask and answer questions about an informational text	Requires prompting and support to ask and answer questions about an informational text	Independently asks and answers questions about grade level informational texts	Independently and consistently asks and answers questions thoughtfully about an informational text and refers explicitly to the details in the text to support answers

Report Card Indicator:	Uses key details to retell a fiction text			
Standard:	RL 2.2 RL.2.5			
Trimester	1	2	3	4

1	Unable to use key details to retell a fiction text	Requires prompting and support to use key details to retell a fiction text	Independently uses key details to retell grade level fiction text in sequence and identifies: o Story elements o Sequence of events o Central message/ moral/lesson	Independently and consistently identifies key details and explains how they support the moral, and/or lesson in a fiction text
2	Unable to use key details to retell a fiction text	Requires prompting and support to use key details to retell a fiction text	Independently uses key details to retell a grade level fiction text in sequence and identifies: o Story elements o Sequence of events o Central message/ moral/lesson	Independently and consistently identifies key details and explains how they support the moral, and/or lesson in a fiction text
3	Unable to use key details to retell a fiction text	Requires prompting and support to use key details to retell a fiction text	Independently uses key details to retell a grade level fiction text in sequence and identifies: o Story elements o Sequence of events	Independently and consistently identifies key details and explains how they support the moral, and/or lesson in a fiction text

			o Central message/ moral/lesson	

Report Card Indicator:	Uses key details to identify the main topic in an informational text			
Standard: RI 2.2				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Unable to use key details to identify the main topic in an informational text	Requires prompting and support to identify the main topic in an informational text	Independently identifies the main topic in a grade level informational text o Main idea o 5 W's	Independently and consistently identifies the main topic and explains how key details support the topic
3	Unable to use key details to identify the main topic in an informational text	Requires prompting and support to identify the main topic in an informational text	Independently identifies the main topic in a grade level informational text o Main idea o 5 W's	Independently and consistently identifies the main topic and explains how key details support the topic

Report Card Indicator: Uses the text structures and features to support understanding			
Standard: RI 2.5			
Trimester	1	2	3	4

Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	Unable to use text features to support understanding of an informational text	With prompting and support, uses text features to support understanding of an informational text	Independently uses text features to support understanding of a grade level informational text o Glossary o Captions o Bold print o Subheadings o Indexes	Independently and consistently uses text features efficiently to demonstrate a purposeful understanding of an informational text

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| 3 | Unable to use text features to support understanding of an informational text | With prompting and support, uses text features to support understanding of an informational text | Independently uses text features to support understanding of a grade level informational text
o Glossary
o Captions
o Bold print
o Subheadings
o Indexes | Independently and consistently uses text features efficiently to demonstrate a purposeful understanding of an informational text |

Reading: Foundational Skills

Report Card Indicator:	Knows and applies grade level phonics to decode words			
Standard:	RF.2.3			
Trimester	1	2	3	4

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1	Unable to apply grade level phonics and word analysis skills to decode words when reading	Beginning to know and apply grade level phonics and word analysis skills to decode words when reading	Independently knows and applies grade level phonics and word analysis skills to decode words when reading
			  o Trick Words
			  o Refer to Fundations scope and sequence
				Independently and consistently knows and applies advanced (untaught) phonics skills to decode words when reading

2	Unable to apply grade level phonics and word analysis skills to decode words when reading	Beginning to know and apply grade level phonics and word analysis skills to decode words when reading	Independently knows and applies grade level phonics to decode words when reading
			  o Trick Words
			  o Refer to Fundations scope and sequence
				Independently and consistently knows and applies advanced (untaught) phonics skills to decode words when reading

| 3 | Unable to apply grade level phonics to decode words and word analysis skills in decoding words | Beginning to know and apply grade level phonics to decode words when reading | Independently knows and applies grade level phonics to decode words when reading
o Trick Words
o Refer to Fundations scope and sequence | Independently and consistently knows and applies advanced (untaught) phonics skills to decode words when reading |

Report Card Indicator:	Reads appropriately to support comprehension (rate, accuracy, expression)			
Standard:	RL.2.10 RI.2.10 RF.2.4			
Trimester	1	2	3	4
1	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

2	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension
3	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

Writing

Report Card Indicator: Writes for different purpose (persuade, inform, entertain)			
Standard: W.2.1 W.2.2 W.2.3			
Trimester	1	2	3	4

1	Unable to write for a specific task that has been taught or does not meet grade level expectations	Attempts to write for a specific task that has been taught, but does not meet grade level expectations	Independently writes for different purposes appropriate to grade level expectations o Organizational structure (introduction, details, conclusion, etc.) o Support for opinions o Include facts for informational o Details of plot, characters thoughts and feelings, and sequenced events	Independently and consistently writes thoughtfully for different purposes, with strong language and extensive, supporting details
2	Unable to write for a specific task that has been taught or does not meet grade level expectations	Attempts to write for a specific task that has been taught, but does not meet grade level expectations	Independently writes for different purposes appropriate to grade level expectations o Organizational structure (introduction, details, conclusion, etc.) o Support for opinions o Include facts for informational o Details of plot, characters thoughts and feelings, and sequenced events	Independently and consistently writes thoughtfully for different purposes, with strong language and extensive, supporting details

3	Unable to write for a specific task that has been taught or does not meet grade level expectations	Attempts to write for a specific task that has been taught, but does not meet grade level expectations	Independently writes for different purposes appropriate to grade level expectations o Organizational structure (introduction, details, conclusion, etc.) o Support for opinions o Include facts for informational o Details of plot, characters thoughts and feelings, and sequenced events	Independently and consistently writes thoughtfully for different purposes, with strong language and extensive, supporting details

Report Card Indicator:		Able to focus on a topic and strengthen writing by revising and editing with support		
Standard: W.2.5				
Trimester	1	2	3	4
1	Unable to focus on a topic and/or revise and edit writing	With significant support, attempts to focus on a topic, revise and edit writing	With support, is able to focus on a topic and strengthen writing through revising and editing	Independently able to focus on a topic and strengthen writing through revising and editing

2	Unable to focus on a topic and/or revise and edit writing	With significant support, attempts to focus on a topic, revise and edit writing	With support, is able to focus on a topic and strengthen writing through revising and editing	Independently able to focus on a topic and strengthen writing through revising and editing
3	Unable to focus on a topic and/or revise and edit writing	With significant support, attempts to focus on a topic, revise and edit writing	With support, is able to focus on a topic and strengthen writing through revising and editing	Independently is able to focus on a topic and strengthen writing through revising and editing

Language Usage

Report Card Indicator: Demonstrates understanding of capitalization and punctuation			
Standard: L.2.2			
Trimester	**1**	**2**	**3**	**4**

1	Unable to apply grade level conventions of capitalization, and punctuation	With prompting and support, can apply grade level conventions of capitalization, and punctuation	Independently applies apply grade level conventions of capitalization, and punctuation	Independently and consistently applies grade level conventions of capitalization and punctuation at a more sophisticated level or correctly uses untaught skills
2	Unable to apply grade level conventions of capitalization, and punctuation	With prompting and support, can apply grade level conventions of capitalization, and punctuation	Independently applies apply grade level conventions of capitalization, and punctuation	Independently and consistently applies grade level conventions of capitalization and punctuation at a more sophisticated level or correctly uses untaught skills

3	Unable to apply grade level conventions of capitalization, and punctuation	With prompting and support, can apply grade level conventions of capitalization, and punctuation	Independently applies apply grade level conventions of capitalization, and punctuation	Independently and consistently applies grade level conventions of capitalization and punctuation at a more sophisticated level or correctly uses untaught skills

Report Card Indicator:	Applies spelling skills introduced			
Standard: L.2.2				
Trimester	1	2	3	4
1	Unable to apply spelling skills introduced	Requires prompting and support to apply spelling skills introduced	Independently applies spelling skills introduced	Independently and consistently applies taught (and untaught) spelling skills
2	Unable to apply spelling skills introduced	Requires prompting and support to apply spelling skills introduced	Independently applies spelling skills introduced	Independently and consistently applies taught (and untaught) spelling skills

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3	Unable to apply spelling skills introduced	Requires prompting and support to apply spelling skills introduced	Independently applies spelling skills introduced	Independently and consistently applies taught (and untaught) spelling skills

Speaking and Listening

Report Card Indicator:	Effectively engages in collaborative conversations (building on others' ideas and expressing their own clearly)			
Standard: SL 2.1				
Trimester	1	2	3	4
1	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations building on others' ideas and expressing their own clearly o *Listening to others with care and respect* o *Speaking one at a time* o *Gaining the floor in a respectful way* o *Appropriately responds to others' comments and questions to add to the discussion*	Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully expressing their own clearly

2	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations building on others' ideas and expressing their own clearly
			  o *Listening to others with care and respect*
			  o *Speaking one at a time*
			  o *Gaining the floor in a respectful way*
			  o *Appropriately responds to others' comments and questions to add to the discussion*
				Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully expressing their own clearly

3	Unable to engage in effective, collaborative conversations	Limited ability to engage in effective, collaborative conversations	Effectively engages in collaborative conversations building on others' ideas and expressing their own clearly
			  o *Listening to others with care and respect*
			  o *Speaking one at a time*
			  o *Gaining the floor in a respectful way*
			  o *Appropriately responds to others'*
				Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully expressing their

			comments and questions to add to the discussion	own clearly