## Second Grade Priority Standards and Rubrics

### Domain: Reading Information

<table>
<thead>
<tr>
<th>Standard</th>
<th>RI.2.2</th>
<th>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td></td>
<td>Identify the main topic of a multiparagraph text</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

**3- Meets or Exceeds EOY expectations**
Identify the main topic of a multi-paragraph text including the focus of at least 2 paragraphs

**2- Shows progress to meet EOY expectations**
Identifies the main topic of the multi-paragraph text but does not identify the focus of specific paragraphs

**1- Shows progress yet far from EOY expectations or shows limited progress**
Unable to identify the main topic

### Domain: Reading Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>RL.2.2</th>
<th>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (DOK 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td></td>
<td>Recount stories, and determine their central message, lesson, or moral</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

**3- Meets or Exceeds EOY expectations**
Accurately recounts (written or orally) the text, in order, including the central message, lesson, or moral

**2- Shows progress to meet EOY expectations**
Recounts the text but is either out of order and/or does not include the central message.

**1- Shows progress yet far from EOY expectations or shows limited progress**
Unable to recount the story

### Domain: Reading Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>RL.2.9</th>
<th>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (DOK 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td></td>
<td>Compare and contrast two or more versions of the same story</td>
</tr>
</tbody>
</table>

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### Domain: Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>W.2.1 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 (DOK 2, 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD</td>
<td>Write opinion pieces (introduce, support, conclude)</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

**3- Meets or Exceeds EOY expectations**
Accurately identifies 2 similarities and 2 differences between 2 or more versions of the same story.

**2- Shows progress to meet EOY expectations**
Accurately identifies 2 similarities OR 2 differences. Accurately identifies 1 similarity AND 1 difference between at least 2 versions of the same story.

**1- Shows progress yet far from EOY expectations or shows limited progress**
Unable to accurately identify similarities and differences

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### Domain: Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.1</td>
<td>a. Use collective nouns (e.g., group).</td>
</tr>
<tr>
<td></td>
<td>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
</tr>
<tr>
<td></td>
<td>c. Use reflexive pronouns (e.g., myself, ourselves).</td>
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<tr>
<td></td>
<td>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
</tr>
<tr>
<td></td>
<td>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card.

**3- Meets or Exceeds EOY expectations**
Wrights an opinion piece including ALL of the following:
- Introduces the topic or title
- State an opinion
- Supply reasons that support the opinion
- Use linking words to connect opinion and reasons
- Provide a concluding statement or section

**2- Shows progress to meet EOY expectations**
Can successfully complete a portion of the standard, but not to the level listed above

**1- Shows progress yet far from EOY expectations or shows limited progress**
Unable to write an opinion piece.

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<table>
<thead>
<tr>
<th></th>
<th>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <em>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</em>). <em>(DOK 1,2)</em></th>
</tr>
</thead>
</table>
| **Standard** | **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize holidays, product names, and geographic names.  
  b. Use commas in greetings and closings of letters.  
  c. Use an apostrophe to form contractions and frequently occurring possessives.  
  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  
  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. *(DOK 1)* |
| **Standard** | **L.2.4**  
  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.  
  a. Use sentence-level context as a clue to the meaning of a word or phrase.  
  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  
  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housely; bookshelf, notebook, bookmark*).  
  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. *(DOK 2)* |
| **PPD** | Demonstrate mastery of *Second Grade* language skills *(See supporting checklist)* |

**Standard Proficiency Rubric:** To be marked on report card.  
*(L.2.1, L.2.2, L.2.4 are to be recorded together as one standard)*

3- Meets or Exceeds EOY expectations  
Demonstrates 14-16 out of 16 skills on the supporting checklist.  

2- Shows progress to meet EOY expectations  
Demonstrates 11-13 out of 16 skills on the supporting checklist.  

1- Shows progress yet far from EOY expectations or shows limited progress  
Demonstrates 10 or fewer skills on the supporting checklist.

**Domain: Reading Foundations**

| **Standard** | **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  
  b. Know spelling-sound correspondences for additional common vowel teams.  
  c. Decode regularly spelled two-syllable words with long vowels. |

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|   | d. Decode words with common prefixes and suffixes.  
|   | e. Identify words with inconsistent but common spelling-sound correspondences.  
|   | f. Recognize and read grade-appropriate irregularly spelled words. (DOK 1)  
| Standard RF.2.4 | RF.2.4 Read with sufficient accuracy and fluency to support comprehension  
|               | a. Read on-level text with purpose and understanding.  
|               | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
|               | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (DOK 1)  
| PPD | Demonstrate mastery of Second Grade foundational reading skills  
|     | (See supporting checklist)  
|   | **Standard Proficiency Rubric:** To be marked on report card.  
|     | *(R.F. 2.3-2.4 are to be recorded together as one standard)*  
| 3- Meets or Exceeds EOY expectations | Demonstrates 8-9 out of 9 skills on the supporting checklist.  
| 2- Shows progress to meet EOY expectations | Demonstrates 6-7 out of 9 skills on the supporting checklist.  
| 1- Shows progress yet far from EOY expectations or shows limited progress | Demonstrates 5 or fewer skills on the supporting checklist.  
| Domain: Speaking and Listening |   
| Standard SL.2.1 | SL.2.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
|               | a. 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).  
|               | b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  
|               | c. Ask questions to clear up any confusion about the topics and texts under discussion. (DOK 2.3)  
| PPD | Collaboratively participate in small and large group conversations  
|     | **Standard Proficiency Rubric:** To be marked on report card.  
|     | *(3- Meets or Exceeds EOY expectations)*  
|     | Follows the agreed upon rules of conversations  
|     | Builds conversations by linking comments to the remarks of others  

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Asks for clarifications and explanations about the topic
2- **Shows progress to meet EOY expectations**
Inconsistently includes concepts of conversations and/or excluding one component of conversation
1- **Shows progress yet far from EOY expectations or shows limited progress**
Excludes two or more components of conversations

### Reading Proficiency

<table>
<thead>
<tr>
<th>Standard Proficiency Rubric</th>
<th>RL/RI.2.10 Read and comprehend grade level texts independently and proficiently</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 2.10, RI 2.10</td>
<td>RL/RI.2.10 Read and comprehend grade level texts independently and proficiently</td>
</tr>
<tr>
<td>PPD</td>
<td>Read and comprehend grade level texts independently and proficiently</td>
</tr>
</tbody>
</table>

**Standard Proficiency Rubric:** To be marked on report card

3- **Meets or Exceeds EOY expectations**
Proficient on CBM end of year expectations AND can comprehend grade level text.
2- **Shows progress to meet EOY expectations**
Proficient on CBM current benchmark expectations AND can comprehend grade level text.
1- **Shows progress yet far from EOY expectations or shows limited progress**
Below proficiency on CBM current benchmark expectations OR does not comprehend grade level text.