

Second Grade Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.2.2	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (DOK 2)
PPD	Identify the main topic of a multiparagraph text
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations Identify the main topic of a multi-paragraph text including the focus of at least 2 paragraphs</p> <p>2- Shows progress to meet EOY expectations Identifies the main topic of the a multi-paragraph text but does not identify the focus of specific paragraphs</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Unable to identify the main topic</p>	
Domain: Reading Literature	
Standard RL.2.2	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (DOK 2)
PPD	Recount stories, and determine their central message, lesson, or moral
Standard Proficiency Rubric: To be marked on report card.	
<p>3- Meets or Exceeds EOY expectations Accurately recounts(written or orally) the text, in order, including the central message, lesson, or moral</p> <p>2- Shows progress to meet EOY expectations Recounts the text but is either out of order and/or does not include the central message.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Unable to recount the story</p>	
Domain: Reading Literature	
Standard RL.2.9	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)
PPD	Compare and contrast two or more versions of the same story

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

Domain: Writing

Standard
W.2.1

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)

PPD

Write opinion pieces (introduce, support, conclude)

Standard Proficiency Rubric: To be marked on report card.

3- Meets or Exceeds EOY expectations

Writes 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.

Domain: Language

Standard
L.2.1

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

	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (DOK 1,2)
Standard L.2.2	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	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , 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., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). 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 <i>Second Grade</i> language skills (See supporting checklist)
<p>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)</p> <p>3- Meets or Exceeds EOY expectations Demonstrates 14-16 out of 16 skills on the supporting checklist.</p> <p>2- Shows progress to meet EOY expectations Demonstrates 11-13 out of 16 skills on the supporting checklist.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Demonstrates 10 or fewer skills on the supporting checklist.</p>	
Domain: Reading Foundations	
Standard RF.2.3	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.

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

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

RL.2.10,
 RI.2.10

RL/RI.2.10 Read and comprehend grade level texts independently and proficiently

PPD

Read and comprehend grade level texts independently and proficiently

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.