

Second Grade Language Arts Rubric				
LANGUAGE ARTS - Report Card Skills	Reporting Period			
MS = Meets end- of-year Standard, AP = Approaching, DN = Does not meet, * not yet introduced	1	2	3	4
Foundational Reading Skills				
I can develop oral language through listening, speaking, and discussion (2.1)				
2.1(A) listen actively, ask relevant questions to clarify information, and answer questions				
2.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action				
2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language				
2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others				
2.1(E) develop social communication such as distinguishing between asking and telling				
I can use sounds and spelling patterns to decode written language (2.2)				
2.2(A) (i) produce a series of rhyming words				
2.2(A) (ii) distinguish between long and short vowel sounds in one-syllable and multi-syllable words				
2.2(A) (iii) recognize the change in spoken word when a specified phoneme is added, changed, or removed				
2.2(A) (iv) manipulate phonemes within base words				
2.2(B) (i) decode words with short, long, or variant vowels, trigraphs, and blends				
2.2(B) (ii) decode words with silent letters				
2.2(B) (iii) decode one-syllable and multisyllabic words				
2.2(B) (iv) decode compound words, contractions, and abbreviations				
2.2(B) (v) decode words using syllable division patterns				
2.2(B) (vi) decode words with prefixes and inflectional endings				
2.2(B) (vii) identify and read high-frequency words				
2.2(C) (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
2.2(C) (ii) spelling words with silent letters such as knife and gnat				
2.2(C) (iii) spelling compound words, contractions, and common abbreviations				

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2.2(C) (iv) spelling multisyllabic words with multiple sound-spelling patterns				
2.2(C) (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word				
2.2(C) (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est				
2.2E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.				
I can use newly acquired vocabulary (2.3)				
2.2(D) alphabetize a series of words and use a dictionary or glossary to find words				
2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words				
2.3(B) use context within and beyond a sentence to determine meaning				
2.3(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion				
2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context				
I can read grade-level text independently with fluency and comprehension (2.4)				
I can read self-selected texts independently for increasing periods of time (2.5)				
Building Comprehension				
I can use thinking strategies to deepen comprehension of increasingly complex texts (2.6)				
2.6(A) establish purpose for reading assigned and self-selected texts				
2.6(B) generate questions about text before, during, and after reading				
2.6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures				
2.6(D) create mental images to deepen understanding				
2.6(E) make connections to personal experiences, other texts, and society				
2.6(F) make inferences and use evidence to support understanding				
2.6(G) evaluate details read to determine key ideas				
2.6(H) synthesize information to create new understanding				
2.6(I) monitor comprehension and make adjustments when understanding breaks down				

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I can respond to texts when read, heard, or viewed (2.7)				
2.7(A) describe personal connections to a variety of sources				
2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text				
2.7(C) use text evidence to support an appropriate response				
2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order				
2.7(E) interact with sources in meaningful ways such as illustrating or writing				
2.7(F) respond using newly acquired vocabulary as appropriate				
I can recognize literary elements such as theme, character, plot, and setting (2.8)				
2.8(A) discuss topics and determine theme using text evidence				
2.8(B) describe the main character's (characters') internal and external traits				
2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution				
2.8(D) describe the importance of the setting				
I can recognize and analyze fictional stories, drama, poems, informational texts, persuasive texts, and digital texts (2.9)				
2.9(A) demonstrate knowledge of distinguishing characteristics of folktales, fables, and fairy tales				
2.9(B) explain visual patterns and structures in a variety of poems				
2.9(C) discuss elements of drama such as characters, dialogue, and setting				
2.9(D) recognize characteristics and structures of informational text, including:				
2.9(D) (i) recognize the central idea and supporting evidence				
2.9(D) (ii) recognize features and graphics to locate and gain information				
2.9(D) (iii) recognize organizational patterns such as chronological order and cause and effect stated explicitly				
2.9(E) recognize characteristics of persuasive text				
2.9(E) (i) state what the author is trying to persuade the reader to think or do				
2.9(E) (ii) distinguish facts from opinion				
2.9(F) recognize characteristics of multimodal and digital texts				

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I can use, analyze and apply author's purpose and craft to determine meaning in a variety of genres and in developing my own products and performances (2.10)				
2.10(A) discuss the author's purpose for writing text				
2.10(B) discuss how the use of text structure contributes to the author's purpose				
2.10(C) discuss the author's use of print and graphic features to achieve their purpose				
2.10(D) discuss the use of descriptive, literal, and figurative language				
2.10(E) identify the use of first or third person in a text				
2.10(F) identify and explain the use of repetition				
Writing				
I can uses the writing process to compose texts (2.11)				
2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;				
2.11(B) develop drafts into a focused piece of writing by:				
2.11(B)(i) organizing with structure; and				
2.11(B)(ii) developing an idea with specific and relevant details;				
2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;				
2.11(D) edit drafts using standard English conventions				
2.11(E) publish and share writing				
I can understand and uses correct functions of grammar when speaking and writing (2.11)				
2.11(D) (i) complete sentences with subject-verb agreement				
2.11(D) (ii) past, present, and future verb tense				
2.11(D) (iii) singular, plural, common, and proper nouns				
2.11(D) (iv) adjectives, including articles				
2.11(D) (v) adverbs that convey time and adverbs that convey place				
2.11(D) (vi) prepositions and prepositional phrases				
2.11(D) (vii) pronouns, including subjective, objective, and possessive				
2.11(D) (viii) subordinating conjunctions to form compound subjects and predicates				

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I can write legibly and use appropriate capitalization, punctuation, and conventions (2.11)				
2.11(D) (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter				
2.11(D) (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates				
2.11(D) (xi) spelling words with grade-appropriate orthographic patterns/rules and high-frequency words				
I can write literary texts such as personal narratives and poetry to express feelings and ideas (2.12)				
2.12(A) compose personal narratives				
2.12(A) compose poetry				
I can write expository texts such as informational and procedural texts to communicate ideas (2.12)				
2.12(B) compose informational texts, including procedural texts and reports				
I can develop and follow a short term and long term research plan (2.13)				
2.13(A) generate questions for formal and informal inquiry				
2.13(B) develop and follow a research plan				
2.13(C) identify and gather relevant sources and information to answer the questions				
2.13(D) identify primary and secondary sources				
2.13(E) demonstrate understanding of information gathered				
2.13(F) cite sources appropriately				
2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal				