



Second Grade SBRC Rubric: Language Arts



FOUNDATIONAL SKILLS

Indicator: Knows and applies grade-level phonics and word analysis skills in reading words.

Standard(s): L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

By the end of academic year, student will:

- Know spelling-sound correspondences for common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- Identify the parts of high-frequency words that are regular and the parts that are irregular.

Evidence of Learning:

- Observations and Anecdotal Notes from explicit phonics instruction, small group instruction, word mapping routines
- Refer to Phonics Inventory (decoding) and MAP
- Results from Benchmark Advance High Frequency Words Assessment
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
December	The student has not yet developed the concepts and skills to meet the end of year grade level standards. Student recognizes 0-67 high frequency words	The student is developing an understanding of key concepts and skills and is starting to apply them independently. The student is beginning to grasp key concepts and skills and is starting to apply them. Student recognizes 68-133 high frequency words	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality. Student recognizes 134+ high frequency words

March	The student has not yet developed the concepts and skills to meet the end of year grade level standards. Student recognizes 0-90 high frequency words	The student is developing an understanding of key concepts and skills and is starting to apply them independently. The student is beginning to grasp key concepts and skills and is starting to apply them. Student recognizes 91-179 high frequency words	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality. Student recognizes 180+ high frequency words
June	The student has not yet developed the concepts and skills to meet the end of year grade level standards. Student recognizes 0-112 high frequency words	The student is developing an understanding of key concepts and skills and is starting to apply them independently. The student is beginning to grasp key concepts and skills and is starting to apply them. Student recognizes 113-223 high frequency words	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality. Student recognizes 224+ high frequency words

Indicator: Reads with sufficient accuracy and fluency to support comprehension.

Standard(s): L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

By the end of academic year, student will:

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Evidence of Learning:

- Observations and Anecdotal Notes from Build Reading Foundations lessons components and small group instruction, Reader's Theater, Word List Reading
- MAP Fluency Assessments and Progress Monitoring
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Determines the meaning of unknown and multiple-meaning words and phrases using a variety of strategies.

Standard(s): L.VL.2.2. 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.

By the end of academic year, student will:

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Evidence of Learning:

- Observations and Anecdotal Notes from explicit vocabulary instruction, read aloud, small group instruction, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching	3 - Meets
All	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.

Standard(s): L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

By the end of academic year, student will:

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Evidence of Learning:

- Observations and Anecdotal Notes from explicit vocabulary instruction, read aloud, small group instruction, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

LITERATURE

Indicator: Asks and answers questions to demonstrate understanding of key details in literature, using text evidence.			
Standard(s): RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.			
Evidence of Learning: → Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations → Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice → Results from Benchmark Advance Unit Assessments			
Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Recounts a text in oral and written form and determines the central message.

Standard(s): RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures).

Evidence of Learning:

- Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Describes how characters in a story respond to major events and challenges using key details within a text.

Standard(s): RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

Evidence of Learning:

- Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Compares and contrasts literary versions of the same story.

Standard(s): RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Evidence of Learning:

- Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

INFORMATIONAL

Indicator: Asks and answers questions to demonstrate understanding of key details in an informational text, using text evidence.			
Standard(s): RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.			
Evidence of Learning: → Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations → Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice → Results from Benchmark Advance Unit Assessments			
Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Recounts a text in oral and written form and determines the main topic.

Standard(s): RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

Evidence of Learning:

- Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Describe the overall structure of a text and use text features to locate information that supports the text.

Standard(s): RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Evidence of Learning:

- Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Compares and contrasts two informational versions of the same idea or topic.

Standard(s): RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Evidence of Learning:

- Observations and Anecdotal Notes from read aloud discussions, small group instruction, reading responses, and partnership conversations
- Observations and Anecdotal Notes from Benchmark Advance Build Knowledge lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	N - Needs Support	A - Approaching	M - Meets
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

WRITING

Indicator: Demonstrates use of the conventions of spelling.

Standard(s): L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

By the end of academic year, student will:

- Regular, single-syllable words that include:
 - Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - Complex consonant blends (scr, str, squ).
 - Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - Vowel-r combinations (turn, star, third, four/for).
 - Contractions (we'll; I'm; they've; don't).
 - Homophones (bear, bare; past, passed).
 - Plurals and possessives (its, it's).
- Regular two- and three-syllable words that:
 - Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
 - Are compounds comprising familiar parts (houseboat; yellowtail).
 - Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- Words with suffixes that require:
 - consonant doubling (penning, slimmed).
 - dropping silent-e (smiled, paving).
- Most often used words in English:
 - Irregular words (against, many, enough, does).
 - Pattern-based words (which, kind, have).

Evidence of Learning:

- Observations and Anecdotal notes from explicit whole class and small group instruction, workstations
- Application in student writing
- Dictation, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
-----------	-------------------	------------------------------	------------------------

ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.
-----	---	--	---

Indicator: Demonstrates use of the conventions of writing (apply appropriate capitalization and punctuation, adjust run-on and fragment sentences, link sentences into a cohesive paragraph).

Standard(s): L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

By the end of academic year, student will:

- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- Capitalize holidays, product names and geographic names.
- Supply adjectives in noun phrases to make them more precise or engaging.
- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- Use an apostrophe to form contractions and frequently occurring possessives.
- With assistance, link sentences into a simple, cohesive paragraph with a main idea.

Evidence of Learning:

- Observations and Anecdotal Notes from small group instruction, student checklists, explicit grammar instruction
- Application in student writing
- Observations and Anecdotal Notes from Benchmark Advance Writing/Grammar lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Writes opinion pieces to present an idea with reasons or information.

Standard(s): W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

By the end of academic year, student will:

- Introduce an opinion.
- Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- Provide a conclusion.

Evidence of Learning:

- Observations and Anecdotal Notes from whole group lessons, small group instruction, individual conferences
- Application in student writing
- Observations and Anecdotal Notes from Benchmark Advance Writing lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Writes informative/explanatory texts to examine a topic and convey ideas and information.

Standard(s): W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

Evidence of Learning:

- Observations and Anecdotal Notes from whole group lessons, small group instruction, individual conferences
- Application in student writing
- Observations and Anecdotal Notes from Benchmark Advance Writing lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Writes narratives based on real or imagined experiences or events with basic story elements.

Standard(s): W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

By the end of academic year, student will:

- Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- Use transitional words to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experience and events.
- Provide a conclusion or sense of closure related to the narrated experiences or events.

Evidence of Learning:

- Observations and Anecdotal Notes from whole group lessons, small group instruction, individual conferences
- Application in student writing
- Observations and Anecdotal Notes from Benchmark Advance Writing lessons components, Guided and Independent Practice
- Results from Benchmark Advance Unit Assessments

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: With guidance and support, develops and strengthens writing as needed by planning, revising, and editing.

Standard(s): W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

By the end of academic year, student will:

- Identify audience and purpose before writing.
- Participate in self-evaluation of written work.
- With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Evidence of Learning:

- Observations and Anecdotal notes from explicit whole class and small group instruction, writing checklists
- Application in student writing

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

SPEAKING & LISTENING

Indicator: Participates in collaborative conversations about grade 2 topics and texts.

Standard(s): SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

By the end of academic year, student will:

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

Evidence of Learning:

→ Observations of Turn and Talks, Whole Class and Small Group Discussions, Partner Conversations

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Recounts or describes details from a text read aloud or information presented orally or through other media.

Standard(s): SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Evidence of Learning:

→ Observations of Turn and Talks, Whole Class and Small Group Discussions, Partner Conversations

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.

Indicator: Produces complete sentences when appropriate to task and situation.

Standard(s): SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Evidence of Learning:

→ Observations of Turn and Talks, Whole Class and Small Group Discussions, Partner Conversations

Trimester	1 - Needs Support	2 - Approaching the Standard	3 - Meets the Standard
ALL	The student has not yet developed the concepts and skills to meet the end of year grade level standards.	The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.