



Core Ready Reading Rubric

Grade 2 Seeing It My Way and Your Way: Exploring Point of View

Lesson Set Goal	Emerging	Approaching	Meeting	Exceeding	Standards Alignment
Build and demonstrate understanding of point of view through close reading of text, citing textual evidence to support thinking and ideas.	Student shows little or no evidence of effectively building and demonstrating an understanding of point of view. Consistently draws inaccurate or irrelevant conclusions. Little or no textual evidence to support thinking.	Student shows some evidence of building and demonstrating an understanding of point of view. Some inaccuracies and irrelevant explanations may be present. May provide insufficient textual evidence to support thinking.	Student shows solid evidence of building and demonstrating an understanding of point of view. Usually draws accurate and relevant conclusions. Provides sufficient textual evidence to support thinking.	Student shows solid evidence of building and demonstrating an understanding of point of view. Provides detailed and thoughtful textual evidence to support thinking.	RL.2.1 RL.2.3 RL.2.4 RL.2.6 RL.2.7 RL.2.10 W.2.8 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6
Use clues from the text to determine characters' points of view across a story.	Student is unable to use clues (words; illustrations; character's actions, thoughts, and feelings) to determine characters' points of view across a story. Little or no textual evidence to support thinking.	Student attempts to use clues (words; illustrations; character's actions, thoughts, and feelings) to determine characters' points of view across a story. May provide insufficient textual evidence to support thinking.	Student uses clues (words; illustrations; character's actions, thoughts, and feelings) to determine characters' points of view across a story. Provides sufficient textual evidence to support thinking.	Student effectively uses clues (words; illustrations; character's actions, thoughts, and feelings) to determine characters' points of view across a story. Provides detailed and thoughtful textual evidence to support thinking.	RL.2.1 RL.2.3 RL.2.6 RL.2.7 RL.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.6
Distinguish own point of view from that of a character.	Student shows little evidence of distinguishing his or her point of view from that of a character.	Student shows some evidence of being able to distinguish his or her point of view from that of a character. May provide insufficient textual evidence to support thinking.	Student shows solid evidence of being able to distinguish his or her point of view from that of a character. Provides sufficient textual evidence to support thinking.	Student shows solid evidence of being able to consistently and accurately distinguish his or her point of view from that of a character. Provides detailed and thoughtful textual evidence to support thinking.	RL.2.1 RL.2.3 RL.2.6 RL.2.7 RL.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.6

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Determine and compare the points of view of multiple characters in the same text.	Student shows little evidence of determining and comparing the points of view of multiple characters.	Student shows some evidence of being able to determine and compare the points of view of multiple characters. May provide insufficient textual evidence to support thinking.	Student shows solid evidence of being able to determine and compare the points of view of multiple characters. Provides sufficient textual evidence to support thinking.	Student shows solid evidence of being able to determine and compare the points of view of multiple characters consistently and accurately. Provides detailed and thoughtful textual evidence to support thinking.	RL.2.1 RL.2.3 RL.2.4 RL.2.6 RL.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.5 SL.2.6 L.2.1 L.2.6
Acknowledge differences in the points of view of characters by speaking in a different voice when reading dialogue aloud.	Student is unable to convey a character's point of view when reading aloud. May struggle to read with accuracy, clarity, appropriate speed, and different voices for different characters.	Student attempts to convey a character's point of view when reading aloud. Attempts to read with accuracy, clarity, appropriate speed, and different voices for different characters. May have some inaccuracies.	Student sufficiently conveys a character's point of view when reading aloud. Reads with accuracy, clarity, appropriate speed, and different voices for different characters. Some components may be more developed than others.	Student consistently and precisely conveys a character's point of view when reading aloud. Reads with exceptional accuracy, clarity, appropriate speed, and different voices for different characters.	RL.2.1 RL.2.6 SL.2.1a SL.2.1b SL.2.1c SL.2.5 SL.2.6 L.2.1 L.2.6
Use information gained from illustrations and words to determine point of view.	Student shows little evidence using the illustrations and words to determine point of view.	Student shows some evidence of closely reading the illustrations and words in order to determine point of view. With some scaffolding, may explain how the illustration and the words helped further this understanding. May have some inaccuracies or lack textual evidence.	Student shows solid evidence of using information gained from illustrations and words to determine point of view. Provides accurate examples and relevant details from illustrations and words.	Student consistently shows solid evidence of using information gained from the illustrations and words to determine point of view. Provides thoughtful and accurate evidence. May notice subtle clues or elements present in illustrations and make insightful connections between the text and the illustrations.	RL.2.1 RL.2.6 RL.2.7 RL.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.6
Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Student demonstrates little or no evidence of understanding of key details in the text through asking and/or answering questions about the text.	Student demonstrates some evidence of understanding of key details in the text through asking and answering questions about the text.	Student shows solid evidence of understanding key details in the text through asking and answering questions about the text.	Student consistently shows solid evidence of understanding key details in the text through asking and answering high-level questions about the text and providing solid textual evidence to support thinking.	RL.2.1

Core Ready Reading Rubric, Grade 2, *continued*

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By the end of the year, read and comprehend a variety of literature texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows inconsistent evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows solid evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band independently and proficiently. May need scaffolding at the grade 3 level.	Student shows solid evidence of reading and comprehending complex texts above the grade 2–3 text complexity band independently and proficiently.	RL.2.10
In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation.	Student makes little or no attempt to participate in collaborative discussions and build on others' talk by linking their comments to others. Often disregards the rules and roles of conversation even with prompting.	Student inconsistently participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation but needs frequent prompting.	Student usually participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation. May need some prompting.	Student consistently participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation with little or no prompting.	SL.2.1a SL.2.1b
In collaborative discussions, ask questions in a manner that enhances understanding of topic.	Student makes little or no attempt to ask questions that enhance understanding of the topic.	Student occasionally asks questions to clarify or build understanding of the topic or text under discussion but usually requires support or prompting.	Student asks questions that effectively clarify or build understanding of the topic or text under discussion. May need occasional support or prompting.	Student often asks effective and focused questions to clarify or build understanding of the topic or text under discussion. Proactively uses this strategy to support own learning.	SL.2.1c
Speak in complete sentences when appropriate.	Student shows little or no evidence of speaking in complete sentences when appropriate.	Student shows some evidence of attempting to speak in complete sentences when appropriate.	Student shows solid evidence of speaking in complete sentences when appropriate.	Student shows exceptional evidence of speaking in complete sentences when appropriate.	SL.2.6
Demonstrate knowledge of standard English and its conventions.	Student demonstrates little or no knowledge of standard English and its conventions.	Student demonstrates some knowledge of standard English and its conventions.	Student consistently demonstrates knowledge of standard English and its conventions.	Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and is accurate.	L.2.1 L.2.2 L.2.3
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Student shows little or no evidence of the acquisition and/or use of grade-appropriate words and phrases.	Student shows some evidence of acquiring and using grade-appropriate words and phrases.	Student shows solid evidence of acquiring and using grade-appropriate words and phrases.	Student shows a high level of sophistication and precision when using grade-appropriate words and phrases.	L.2.6