



# Core Ready Reading Rubric

## Grade 2 5Ws and 1H: Advertising and Promotional Writing

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Read closely to identify the opinion expressed in written opinion pieces and visual advertisements.	Student is unable to effectively read closely to identify the opinion expressed in written opinion pieces and visual advertisements. Little or no evidence to support thinking.	Student attempts to read closely to identify the opinion expressed in written opinion pieces and visual advertisements. Inaccuracies may be present. May provide insufficient textual evidence to support thinking.	Student reads closely to identify the opinion expressed in written opinion pieces and visual advertisements. Provides sufficient textual evidence to support thinking. Some components may be more developed than others.	Student accurately and consistently reads closely to identify the opinion expressed in written opinion pieces and visual advertisements. Provides detailed and thoughtful textual evidence to support thinking.	RI.2.1 RI.2.1 RI.2.2 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RI.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.2.3 L.2.6
Read closely to determine the reason(s) an author provides to support the opinion being expressed.	Student shows little or no evidence of being able to read closely to determine a reason an author provides to support the opinion being expressed.	Student attempts to read closely to determine a reason the author provides to support the opinion being expressed. Some inaccuracies or lack of textual evidence may be present.	Student is able to read closely to determine the reason(s) an author provides to support the opinion being expressed. Provides sufficient textual evidence to support thinking.	Student is able to read closely to determine the reason(s) an author provides to support the opinion being expressed. Provides detailed and thoughtful textual evidence to support thinking.	RI.2.1 RI.2.6 RI.2.8 RI.2.10
Study the language (adjectives) and organization (structure) of opinion pieces to enhance comprehension.	Student shows little or no evidence of using language (adjectives) and organization (structure) to enhance comprehension.	Student shows some evidence of using language (adjectives) and organization (structure) to enhance comprehension. May provide some textual evidence to explain thinking.	Student shows solid evidence of using language (adjectives) and organization (structure) to enhance comprehension. Provides sufficient textual evidence to explain thinking.	Student shows solid evidence using language (adjectives) and organization (structure) to enhance comprehension. Provides detailed textual evidence to explain thinking.	RI.2.1 RI.2.4 RI.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 S.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.6

## Core Ready Reading Rubric, Grade 2, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Listen to an opinion piece read aloud and determine the opinion being expressed as well as the reason(s) the author provides to support that opinion.	Student is unable to effectively listen to an opinion piece read aloud and determine the opinion being expressed and/or the reason(s) the author provides to support that opinion.	Student attempts to listen to an opinion piece read aloud and determine the opinion being expressed and the reason(s) the author provides to support that opinion with limited success. Inaccuracies may be present. May provide insufficient textual evidence to support thinking.	Student listens to an opinion piece read aloud and determines the opinion being expressed and the reason(s) the author provides to support that opinion. Provides sufficient textual evidence to support thinking.	Student listens to an opinion piece read aloud and accurately determines the opinion being expressed as well as the reason(s) the author provides to support that opinion. Provides detailed and thoughtful textual evidence to support thinking.	RI.2.1 RI.2.2 RI.2.6 RI.2.8 RI.2.10 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.3 L.2.6
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Student shows little or no evidence of asking and answering questions (who, what, where, when, why, and how) to demonstrate understanding of key details in a text.	Student demonstrates some evidence of understanding key details in the text through asking and answering questions (who, what, where, when, why, and how). May provide some textual evidence to support thinking.	Student shows solid evidence of understanding key details in the text through asking and answering questions (who, what, where, when, why, and how). Provides sufficient textual evidence to support thinking.	Student consistently shows solid evidence of understanding key details in the text through asking and answering high-level questions (who, what, where, when, why, and how). Provides thorough textual evidence to support thinking.	RI.2.1 RL.2.1
By the end of year, read and comprehend a variety of informational 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.	RI.2.10
By the end of 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 independently and proficiently texts appropriate for the grade 2–3 text complexity band. May need scaffolding at the grade 3 level.	Student shows solid evidence of reading and comprehending independently and proficiently complex texts above the grade 2–3 text complexity band.	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 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 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 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 comments to others. Student observes the rules and roles of conversation with little or no prompting.	SL.2.1a SL.2.1b

## Core Ready Reading Rubric, Grade 2, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
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 evidence of 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 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

*Note:* See the Core Ready Rubrics chart in the Walkthrough at the beginning of the book for descriptions of category headers.