



Core Ready Reading Rubric

Grade 2 What's the Big Idea? Using Text Features to Locate Key Information

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Build and demonstrate understanding of the elements of informational text through close reading of text, citing textual evidence to support thinking and ideas.	Student is unable to identify or explain the elements of informational text effectively. Consistently draws inaccurate or irrelevant conclusions. Little or no textual evidence to support thinking.	Student attempts to identify and explain the elements of informational text. Some inaccuracies and irrelevant explanations may be present. May provide insufficient textual evidence to support thinking.	Student is able to identify and explain the elements of informational text. Usually draws accurate and relevant conclusions. Provides sufficient textual evidence to support thinking.	Student effectively and insightfully identifies and explains the elements of informational text. Provides detailed and thoughtful textual evidence to support thinking.	RI.2.1 RI.2.5 RI.2.10 W.2.8 SL.2.1a SL.2.1b SL.2.1c SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.3 L.2.6
Use features and elements of informational text to efficiently navigate texts to answer a question.	Student does not use the features and elements of informational text to efficiently navigate texts to answer a question.	Student attempts to use features and elements of an informational text to identify the main topic and retell key details. May not be able to clearly demonstrate his/her understanding of the main topic or retell key details (e.g., by speaking or writing).	Student uses features and elements of an informational text to identify the main topic and retell key details. Demonstrates understanding in a variety of ways (e.g., by speaking or writing).	Student accurately and consistently uses elements of an informational text to identify the main topic and retell key details. Demonstrates understanding in a variety of ways (e.g., by speaking or writing).	RI.2.1 RI.2.2 RI.2.5 RI.2.10 W.2.8 SL.2.1a SL.2.1b SL.2.1c SL.2.6 L.2.1 L.2.3 L.2.6
Determine and clarify the meaning of unknown words and phrases.	Student shows little or no evidence of using strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking dictionary or online resource) to determine and clarify the meaning of unknown words and phrases.	Student attempts to use strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking dictionary or online resource) to determine and or clarify the meaning of unknown words and phrases. May not accurately determine or clarify the meaning of unknown words and phrases.	Student shows solid evidence of using strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking dictionary or online resource) to determine and clarify the meaning of unknown words and phrases. May have some errors.	Student shows evidence of proactively and accurately using a variety of strategies (checking the glossary, rereading the sentence, continuing to read, reading, looking at the word parts and at the drawings or photographs, and/or checking dictionary or online resource) to determine and clarify the meaning of unknown words in a manner that significantly enhances vocabulary knowledge.	RI.2.4 L.2.4 L.2.6

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Describe the connection between a series of historic events presented in a text.	Student is unable to effectively describe the connection between a series of historic events presented in a text.	Student attempts to describe the connection between a series of historic events presented in a text. Inaccuracies may be present. May provide insufficient textual evidence to support thinking.	Student describes the connection between a series of historic events presented in a text. Provides sufficient textual evidence to support thinking.	Student accurately and thoughtfully describes the connection between a series of historic events presented in a text. Provides detailed textual evidence to support thinking.	RI.2.1 RI.2.3 RI.2.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.6 L.2.1 L.2.3 L.2.6
Identify and describe the ways in which illustrations support and enhance informational texts.	Student is unable to effectively identify and/or describe the ways in which illustrations support and enhance informational texts. Little or no evidence to support thinking.	Student attempts to identify and describe the ways in which illustrations support and enhance informational texts. Inaccuracies may be present. May provide insufficient textual evidence to support thinking.	Student identifies and describes the ways in which illustrations support and enhance informational texts. Provides sufficient textual evidence to support thinking.	Student accurately and consistently identifies and describes the ways in which illustrations support and enhance informational texts. Provides detailed and thoughtful textual evidence to support thinking. May also notice subtle details or make inferences.	RI.1.1 RI.1.7 RI.1.10 SL.2.1a SL.2.1b SL.2.1c SL.1.6 L.1.1 L.2.3 L.1.6
Compare and contrast two texts on the same topic.	Student shows little or no evidence of being able to compare and contrast two texts on the same topic.	Student attempts to compare and contrast two texts on the same topic. Some inaccuracies or lack of textual evidence may be present.	Student is able to compare and contrast two texts on the same topic. Provides sufficient textual evidence to support thinking.	Student is able to clearly and articulately compare and contrast two texts on the same topic. Provides detailed and thoughtful textual evidence to support thinking.	RI.1.1 RI.1.9 RI.1.10 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.1.6 L.1.1 L.2.3 L.1.6
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> 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.	RI.2.1
Identify and describe an author's purpose for writing an informational text.	Student demonstrates little or no evidence of success identifying an author's purpose for writing an informational text. Lacks accuracy and/or evidence.	Student identifies and describes with some success an author's purpose for writing an informational text. May have some gaps, inaccuracies, or lack of sufficient textual evidence.	Student identifies and describes an author's purpose for writing an informational text with accuracy. Provides sufficient textual evidence to support thinking.	Student identifies and describes with accuracy and insight an author's purpose for writing an informational text. Provides a thorough and detailed textual evidence. Demonstrates deep inferential thinking and comprehension.	RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.10 SL.2.1a-d SL.2.2 SL.2.6 L.2.1 L.2.3 L.2.5 L.2.6

Core Ready Reading Rubric, Grade 2, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
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
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 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.