



Core Ready Reading Rubric

Grade 2 Once Upon a Time: A New Look at Fairy Tales

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Build and demonstrate understanding of traditional literature (fairy tales) through close reading of text, citing textual evidence to support thinking and ideas.	Student is unable to use clues (the story elements, language common to fairy tales, and illustrations) to gain and demonstrate understanding of traditional literature (fairy tales). Consistently draws inaccurate or irrelevant conclusions. Little or no textual evidence to support thinking.	Student attempts to develop and demonstrate an understanding of fairy tales using clues (the story elements, language common to fairy tales, and illustrations). Some inaccuracies and irrelevant explanations may be present. Sometimes provides insufficient textual evidence to support thinking.	Student develops and demonstrates understanding of fairy tales by using clues (the story elements, language common to fairy tales, and illustrations). Usually draws accurate and relevant conclusions. Provides sufficient textual evidence to support thinking.	Student effectively uses clues (the story elements, language common to fairy tales, and illustrations) to develop and demonstrate insightful understanding of fairy tales. Provides detailed and thoughtful textual evidence to support thinking.	RL.2.1 RL.2.2 RL.2.3 RL.2.10 W.2.8 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.6
Identify and define the features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson).	Student is unable to accurately identify and/or define the features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson). Little or no textual evidence to support thinking.	Student is able to identify and define some features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson) with some scaffolding. May have inaccuracies or lack evidence.	Student successfully identifies and defines the features and elements of fairy tales with accuracy (magic, good vs. evil, problem, solution, key events, lesson). Provides sufficient textual evidence.	Student successfully identifies and defines with accuracy and depth the features and elements of fairy tales (magic, good vs. evil, problem, solution, key events, lesson). Consistently provides detailed and relevant textual evidence.	RL.2.1 RL.2.2 RL.2.5 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.2.3 L.2.6
Infer the message or lesson in a fairy tale and use text evidence to defend their interpretations.	Student shows little or no evidence of inferring the message or lesson in a fairy tale. Little or no textual evidence to support thinking.	Student attempts to infer life lessons suggested by the study of character but may require significant scaffolding to name a lesson or struggle to connect lesson to relevant evidence to support thinking.	Student successfully infers logical life lessons suggested by the study of characters and provides sufficient relevant evidence to support thinking.	Student successfully infers logical life lessons suggested by the study of characters and provides specific and thoughtful supporting details to support thinking.	RL.2.1 RL.2.2 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.2.3 L.2.6

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Use strategies to determine or clarify the meaning of new words and phrases in fairy tales.	Student struggles to apply any strategies to determine or clarify the meaning of new words and phrases in fairy tales.	Student uses some strategies to determine or clarify the meaning of new words and phrases in fairy tales. May have some inaccuracies.	Student uses several strategies to determine or clarify the meaning of new words and phrases in fairy tales. Is consistently accurate.	Student uses multiple strategies to determine or clarify the meaning of new words and phrases in fairy tales. May use subtle clues to determine or clarify meaning of sophisticated words and phrases.	L.2.4
Use information gained from illustrations to better understand the fairy tale.	Student struggles to describe what is conveyed in an illustration and is unable to explain the connection to the text of the fairy tale.	Student attempts with some success to describe information gained about the fairy tale by looking closely at the illustrations. With some scaffolding, may explain some connections between the illustration and the text. May have some inaccuracies or lack evidence.	Student clearly describes information gained about the fairy tale by looking closely at illustrations. Makes connections between information in illustrations and the accompanying text. Provides accurate examples and relevant details from illustrations.	Student describes several insightful examples of information gained about the fairy tale by looking closely at illustrations. Provides thorough, accurate, and relevant evidence. May attend to subtle clues or elements present in illustrations and make insightful connections between the text and the illustrations.	RL.2.1 RL.2.7 RL.2.10
Identify and explain how and why a character changes throughout a fairy tale.	Student is unable to identify and explain how and why a character changes throughout a fairy tale.	Student identifies and explains with some success how and why a character changes throughout a fairy tale. May have some inaccuracies or lack evidence.	Student accurately identifies how and why a character changes throughout a fairy tale. Provides sufficient textual evidence.	Student consistently identifies how and why a character changes throughout a fairy tale and provides accurate and thorough textual evidence. May notice subtle or sophisticated changes or text clues.	RL.2.1 RL.2.3 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.2.3 L.2.6
Compare and contrast two versions of the same fairy tale to recognize similarities and differences.	Student struggles to identify the elements of either fairy tale. Does not demonstrate capacity to compare and contrast two versions of the same tale even with significant support.	Student identifies with some success the elements of two versions of the same fairy tale. Needs support to compare and contrasts two versions of the same tale. May have some inaccuracies or lack evidence.	Student accurately identifies the elements of two versions of the same fairy tale. Compares and contrasts two versions of the same tale with sufficient accurate examples.	Student accurately identifies the elements of two versions of the same fairy tale. Compares and contrasts two versions of the same tale in detail. Provides subtle or detailed textual examples.	RL.2.2 RL.2.9 RL.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
Ask and answer such questions 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 key details in the text through asking and/or answering questions about the text.	Student demonstrates some evidence of understanding 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 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 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