

## English Language Arts - Grade 2

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

**Speaking and Listening Standards: To be added in October 2015**

**Reading and Writing Standards:**

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Grade%202%20%20FINAL,%20October%206.pdf>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
<b>Speaking and Listening - 2</b>	Speaking	<p>Consistently shares and explains thoughts, opinions, feelings and experiences.</p> <p>Consistently listens to the ideas and opinions of others.</p> <p>Consistently sustains a 1:1 conversation, using cues and conventions to communicate ideas and feelings and to extend conversation.</p>	<p>Often shares and explains thoughts, opinions, feelings and experiences.</p> <p>Often listens to and builds off the ideas and opinions of others.</p> <p>Routinely sustains a 1:1 conversation, using cues and conventions to communicate ideas and feelings.</p>	<p>Sometimes shares thoughts, opinions, feelings and experiences.</p> <p>Sometimes listens to the ideas and opinions of others.</p> <p>May require prompting to sustain a 1:1 conversation, and use cues and conventions to communicate ideas and feelings.</p>	<p>Rarely shares thoughts, opinions, feelings and experiences.</p> <p>Rarely listens to the ideas and opinions of others.</p> <p>Very limited ability to sustain a 1:1 conversation, and rarely uses cues and conventions to communicate ideas and feelings.</p>
	Listening Comprehension	<p>Always understands key ideas and overall message.</p> <p>Consistently responds appropriately to instructions and questions.</p> <p>Purposefully focusses on speaker for short time spans, asks relevant (clarifying and probing) questions.</p>	<p>Usually understands key ideas and overall message.</p> <p>Generally responds appropriately to instructions and questions.</p> <p>Focusses on speaker for short time spans (7-8 minutes), asks related questions (on topic).</p>	<p>Somewhat understands key ideas and gets the gist of the message.</p> <p>To some extent responds appropriately to instructions and directions.</p> <p>Partially focusses on speaker, ask questions on topic, but may require prompting to form the questions.</p>	<p>Unable to understand key ideas or misses the overall message.</p> <p>Seldom responds appropriately to instructions and questions.</p> <p>Unable to focus on speaker even for very short time spans.</p>
		Evidence: small-group conferences, observations of engagement (levels of participation and frequency), show and share, observations of think-pair-share and turn taking			

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<b>Reading and Viewing - 2</b>	Strategies and Behaviours	<p>Efficiently uses all cuing systems (sounds, language, word order, and context) to monitor and self-correct.</p> <p>Adds new vocabulary to large personal bank of sight-words.</p>	<p>Effectively uses a combination of cues (sounds, language, word order, and context) to monitor and self-correct.</p> <p>Has acquired a large sight-word bank of personally significant words.</p>	<p>With prompting, uses a combination of cues (sounds, language, word order, and context) to monitor and self-correct.</p> <p>Recognizes high-frequency words and has a sight-word bank of personally significant words.</p>	<p>Requires extensive support to use cues or a combination of cues (sounds, language, word order, context) to monitor and self-correct.</p> <p>Recognizes some high-frequency words, and has a limited bank of personally significant sight words.</p>
	Comprehension	<p>Responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Makes interpretations (beyond the obvious) using context clues, background knowledge, and text features.</p> <p>Personal connections are relevant to the details in the text.</p>	<p>Usually responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Often makes simple inferences using context clues, background knowledge, and text features.</p> <p>Personal text-to-text connections may be general or obvious.</p>	<p>With prompting, responds accurately to literal questions (main idea, supporting details, and retells).</p> <p>Sometimes makes simple inferences using context clues, background knowledge, and text features.</p> <p>Personal connections may be unrelated or reflect a superficial understanding of the text.</p>	<p>Requires extensive support to respond to literal questions.</p> <p>Rarely uses context clues, background knowledge, and text features to make simple inferences.</p> <p>Personal connections are seldom made.</p>

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Level of Text Complexity*	Independently selects and reads texts at a complexity considered beyond target level.	Selects reads texts at a complexity considered at target level.	Has some difficulty reading texts at a complexity considered at target level.  Reads independently somewhat below target level, (not more than a full year).	Has a great deal of difficulty reading texts at target level.  Reads independently well-below target level (more than a full year).  Knows most letter-sound relationships, may have gaps in phonological awareness.
Evidence: reading conferences, record of contributions during read alouds, observations of independent reading behaviours, reading records				
<p>* End-of-grade text complexity for Grade 2 students is described below. Indicators specific to literary and information texts are described in the <a href="#">standards guide</a>.</p> <p><b>Knowledge demands:</b> some content beyond children’s typical “lived” experiences requiring them to draw upon knowledge gained from reading, viewing and discussions</p> <p><b>Themes:</b> familiar themes that are starting to reflect more universal ideas (e.g., friendship, bravery)</p> <p><b>Sentences:</b> longer, simple sentences with variety in the placement of adjectives, adverbs, phrases and subject/verbs; numerous compound sentences and a few complex sentences with clauses</p> <p><b>Language:</b> more uncommon words and phrases than in earlier levels as well as content-specific vocabulary (usually explained or illustrated); some figurative (e.g., simile) and book language beyond expressive language; descriptive language, usually dealing with concrete/physical attributes</p> <p><b>Word complexity:</b> many 2-3 syllable words, including plurals, contractions, possessives, compound words and words with suffixes (most multi-syllable words are within reader’s decoding control)</p> <p><b>Graphics/illustrations:</b> illustrations/photographs that match text but are not necessary for word-solving</p> <p><b>Layout:</b> a varying number of lines of text per page with sentences consistently organized in short paragraphs; sentences that frequently carry over 2-3 lines; some longer sentences that start at left margin; large clear font with ample spacing provided between lines and some variation in text layouts; early chapter books with particularly “friendly” layout</p>				

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<b>Writing and Representing - 2</b>	Strategies and Behaviours	Independently uses grade-level strategies.  Revises and edits (considering the audience), using writing tools or information from the writing conference.  Able to sustain focus over extended text.	Often uses grade-level strategies.  Revises and edits (mostly to add details or change words), using writing tools or information from the writing conference.	Needs prompting to use grade-level strategies and tools to complete the writing process.  Needs regular monitoring and some support to complete a piece of writing.	Requires step-by-step directions to use grade-level strategies and writing tools.  Unable to independently complete a piece of writing.
	Traits	Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in a variety of pieces and text forms.	Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in a variety of pieces and text forms.	Demonstrates <u>most</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in a variety of pieces and text forms.	Demonstrates a limited grasp of all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing.
	Text Forms	Follows directions to organize according to form and purpose, with attention to audience and purpose.  Consistently includes features introduced in class and in books they are reading, where it makes sense in their writing.	Generally follows directions to organize according to form, with some attention to audience and purpose.  Generally includes features introduced in class, may overuse.	With prompting, follows directions to organize according to form.  With prompting includes features introduced in class, in situations where it makes sense.	Unaware of text form and purposes for writing.
	Evidence: Writer's notebook, writing process checklist (information gathered from changes to writing pieces over time), record of writing conferences				