

Sanborn Regional School District Literature Selection Rubric 2004

Grade Level
2

Developmental Chart

Development of Responsibility

Ages 7-9: Learning to work in groups, can lead, can expect certain situations, appreciate their own culture, developing an ability to be sympathetic, understand consequences of their behavior.

Reading Development

Ages 7-9: Show interest in topics, characters and events, read for a variety of purposes, see themselves as readers, begin to self-correct miscues, are rapidly increasing knowledge of words recognized on sight, developing knowledge of a variety of forms that communicate ideas, have a "sense of story" and can identify parts, able to focus on details keeping main idea in mind, develop an ability to read silently, develop and ability to read independently, show ability to make inferences, understand intent, draw conclusions, are beginning to read novels and to use books to find information.

Emotional & Social Development

Ages 7-9: May continue to show bursts of emotion, may show emotions that are both judgmental and critical of themselves and others, continue to feel anxiety in the larger community, are becoming more outgoing, developing closer friendships, show a generally increased sense of self confidence, will eagerly take on tasks and activities likely to be successful but usually will not take risks, are sensitive to criticism and display feelings of success or failure depending on how adults respond to them.

Intellectual Development

Ages 7-9: May begin to do multi-step problems, continues to deepen understanding of cause and affect, may work with simple metaphors, use writing and reading for specific purposes, may be learning to tell time, develop rapidly increasing vocabulary, begin to self correct errors, are increasingly able to organize and rehearse information in order to remember, continue to develop a need for increased ownership in decision making.

Reading Literacy Standards Introduced at Grade 2:

- Use clue words to sequence plot
- Summarizes elements of a written piece
- Identifies cause and effect relationships
- Identifies author's intent: entertain, inform, persuade, teach a moral/lesson
- Applies test-taking strategies
- Identifies key words that distinguish relationships within a sentence:
because, before, or, such, as, but, like, while, until
- Recognizes and applies silent consonants h,l,gn/n, dge/j, tch/ch/, wr/r/, kn/n/, mb/m, to words when reading
- Recognizes and decodes sion/shun/and tion/shun/to words when reading
- Develops understanding of integrated vocabulary
- Distinguishes genre when reading: Fables, Critiques and Reviews

Sanborn Regional School District Literature Selection Rubric 2004 Worksheet

Grade Level
2

Literature Selection Rubric

Information:

Reading Level _____

Interest Level _____

Integration Topics _____

Literacy Standard Identified

Lesson Planning:

Literature will be read as:

_____ Read aloud selection

_____ Class reading book

_____ Independent Reading

Literature will be used as:

_____ Introduction to a unit of study

_____ To teach a Literature concept

_____ Character Education

Integrated
Topics

Science

Social Studies

Math

Art

Music

Projects

Teacher or Team

Date

School

Literature for Review "Title"

Author

Literature Selection

Remove From Literature Template

Add to Literature Template

Other _____

