

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE 2

Student Name: _____ Student Grade: _____
 Teacher: _____ Date: _____

Common Core State Standard: RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.1. Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of key details in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Answer <i>who</i> questions to demonstrate understanding of details during shared reading of a text about personal experiences. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, answer “me” in response to <i>who</i> questions during shared reading of a text about personal experiences. 	___Y ___N

Common Core State Standard: RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.2. Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Retell familiar stories, including fables and folktales from diverse cultures, including elements from the entire story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Retell familiar stories from diverse cultures, including two or more elements from different parts of the story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With prompting, retell familiar stories from diverse cultures. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompting, retell an event from a familiar story about a personal experience. 	___Y ___N

Common Core State Standard: RL.2.3. Describe how characters in a story respond to major events and challenges.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.3. Identify the actions and feelings of the characters in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify feelings of characters related to major events and/or challenges in a familiar story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the actions and feelings of the characters in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With prompting, identify the actions and feeling of characters in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompting, identify a character in a familiar story. 	___Y ___N

Common Core State Standard: RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.4. Identify rhyming words or repeated phrases in a familiar story, poem, or song.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify rhyming words or repeated phrases in a story, poem, or song. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify rhyming words or repeated phrases in a familiar story, poem, or song. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Complete an open-ended phrase with a word within a familiar story, poem, or song. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, completes an open-ended phrase with a word within a familiar story, poem, or song. 	___Y ___N

Common Core State Standard: RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.5. Determine the beginning and ending of a story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> After reading a story, explain what happened first and what happened last in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the beginning and ending of a story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Sequence two events in a story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the beginning of a story. 	___Y ___N

Common Core State Standard: RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.6. Identify the speakers in a dialogue.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify multiple speakers in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the speakers in a dialogue. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify any dialogue in a story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, attend to the dialogue while reading a story. 	___Y ___N

Common Core State Standard: RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.7. Use illustrations in print or digital text to identify characters and settings.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use illustrations in print or digital text to describe characters and settings. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use illustrations in print or digital text to identify characters and settings. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Find the character in an illustration from a familiar text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to illustrations in the text during shared reading. 	___Y ___N

Common Core State Standard: RL.2.8. (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.8. N/A		

Common Core State Standard: RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.2.9. Identify similarities in two versions of the same story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify similarities and differences between two versions of the same story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify similarities in two versions of the same story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify two versions of the same story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify two versions of the same familiar story. 	___Y ___N

Common Core State Standard: RL.2.10. By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
RL.2.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.1. Answer <i>who</i> and <i>what</i> questions to demonstrate		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
understanding of details in a familiar text.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask and answer questions using the text for supportive evidence. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Answer <i>what</i> questions to demonstrate understanding of details in a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and supports, identify a detail in a text or illustration. 	___Y ___N

Common Core State Standard: RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.2. Identify the topic of the text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the topic and a detail of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the topic of the text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Retell the title of a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate a portion of a text. 	___Y ___N

Common Core State Standard: RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.3. Sequence at least two steps in a procedure or ideas/incidents in an event.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the order of steps in a sequence containing multiple steps. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Sequence at least two steps in a procedure or ideas/incidents in an event. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the next step in a two-step procedure or ideas/incidents in an event. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify first step in a procedure or first idea/incident in an event. 	___Y ___N

Common Core State Standard: RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.4. Identify words related to a topic of a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Define words and phrases related to a topic of a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify words related to a topic of a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Categorize words by topic of text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and supports, label words and phrases by topic of text. 	___Y ___N

Common Core State Standard: RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.5. Locate facts or information in a familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use text features to locate facts or information in a familiar text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Locate facts or information in a familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize that books have titles. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, indicate a book or another text. 	___Y ___N

Common Core State Standard: RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.6. Identify purpose of a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain why a text is important or useful. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the purpose of a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify two or more reasons the text is interesting or useful to them. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify one aspect of the text that is liked. 	___Y ___N

Common Core State Standard: RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.7. Demonstrate understanding of how images relate to a familiar informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Understands the concepts that images convey in relationship to an informational text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate understanding of how images relate to a familiar informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify images that relate to an informational text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, locate an image that represents a concept in an informational text. 	___Y ___N

Common Core State Standard: RI.2.8. Describe how reasons support specific points the author makes in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.8. N/A (See EERI.2.1.)		Indicate Yes or No

Common Core State Standard: RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.9. Identify a common element between two texts.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify similarities in two texts on the same topic. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify a common element between two texts. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify two informational texts that are the same. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify two informational texts on the same topic. 	___Y ___N

Common Core State Standard: RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.2.10. **This Informational Text Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.2.3.a-c. Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use letter-sound associations in efforts to decode and spell words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> In context, identify any letter-sound association. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Explores letter-sound associations. 	___Y ___N

Common Core State Standard: RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.2.3.d-e. Identify the beginning sound of familiar words beginning with a single consonant sound.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Uses knowledge of initial consonant sounds in efforts to spell words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the beginning sound of familiar words beginning with a single consonant sound. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify words that begin with a single-consonant phoneme that is spoken by an adult. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Point to pictures as an adult labels them. 	___Y ___N

Common Core State Standard: RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.2.3.f. Recognize 10 or more written words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Reads 10 or more written words in a simple, connected text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Recognize 10 or more written words. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize two or more written words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize symbols that represent two or more common words. 	___Y ___N

Common Core State Standard: RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.2.4. Read a shared-reading selection.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Read simple text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Read a shared reading selection. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Respond to reading selection. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to reading selection. 	___Y ___N

Common Core State Standard: W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.1. Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select a book and write to state opinions about it and reasons to support the opinions. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, state an opinion about a book. 	___Y ___N

Common Core State Standard: W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.2. Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select a topic and use writing to compose a message with two facts about the topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select a topic and use drawing, dictating, or writing to compose a message with one fact about a topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select a topic. 	___Y ___N

Common Core State Standard: W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select an event or personal experience and write a message about it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Draw, write, or dictate to compose a message about a personal experience. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate about a personal experience. 	___Y ___N

Common Core State Standard: W.2.4. (Begins in grade 3)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.4. (Begins in grade 3)		Indicate Yes or No

Common Core State Standard: W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> With guidance and support from adults and peers, add more information and make one correction to own writing to 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	strengthen the message.	
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults or peers, add more information to own drawing, dictating, or writing when asked. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults or peers, use drawing, communication, or writing tools to communicate a message. 	___Y ___N

Common Core State Standard: W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use technology to produce and publish writing. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, use technology to produce writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults and peers, explore writing technologies. 	___Y ___N

Common Core State Standard: W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.7. Participate in shared writing projects - communicate a message to add information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Participate in shared writing and research projects. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Participate in shared writing projects - communicate a message to add information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, participate in shared writing and research projects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select pictures, words, or objects related to a shared research project. 	___Y ___N

Common Core State Standard: W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.8. Identify information related to personal experiences and answer simple questions about those experiences.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recall information related to personal experiences and answer simple questions about those experiences. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify information related to personal experiences and answer simple questions about those experiences. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, identify information related to personal experiences and preferences. 	___Y ___N

Common Core State Standard: W.2.9. (Begins in grade 4)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.9. (Begins in grade 4)		Indicate Yes or No

Common Core State Standard: W.2.10. (Begins in grade 3)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.2.10. (Begins in grade 3)		Indicate Yes or No

Common Core State Standard: SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.1. Participate in conversations with peers and adults in small groups. <ul style="list-style-type: none"> Engage in multiple-turn exchanges with peers and adults in small groups. 		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Engage in multiple-turn exchanges with peers in small groups. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Engage in multiple-turn exchanges with peers and adults in small groups. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Engage in multiple-turn exchanges with individual peers. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicate directly with an adult. 	___Y ___N

Common Core State Standard: SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 b. Build on others’ talk in conversations by linking their comments to the remarks of others.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.2.1.b. Build on comments or topics initiated by adults and peers.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Engage in multiple-turn exchanges that build on comments or topics initiated by adults or peers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Build on comments or topics initiated by adults and peers. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Build on comments or topics initiated by an adult. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, build on comments or topics initiated by an adult. 	___Y ___N

Common Core State Standard: SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.1.c. Ask questions related to a prescribed topic or text.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask questions to seek further information/explanation related to a prescribed topic or text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask questions related to a prescribed topic or text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, ask questions related to a prescribed topic or text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, use question words (<i>who, what, when, where, why, or how</i>) to communicate with others. 	___Y ___N

Common Core State Standard: SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recount key details from a text read aloud or information presented orally or through other media. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask and answer questions about key details from a text read aloud or information presented orally or through other media. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, answer questions about key details from a text read aloud or information presented orally or through other media. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, answer questions about a text read aloud or information presented through other media. 	___Y ___N

Common Core State Standard: SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.3. Answer questions about what a speaker says.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask and answer questions about what a speaker says. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Answer questions about what a speaker says. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, answer questions about what a speaker says. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, respond when asked a question. 	___Y ___N

Common Core State Standard: SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify a photograph or object that reflects a personal experience and describe it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify a photograph or object that reflects a personal experience and identify one detail about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a photo or object that reflects a personal experience. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify a photo or object of self engaged in an activity. 	___Y ___N

Common Core State Standard: SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.5. Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select a picture or tactual representation to accompany a story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select a picture to accompany a story. 	___Y ___N

Common Core State Standard: SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.2.6. Communicate to provide clarification.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Communicate own thoughts, feelings, and ideas to provide details or clarification. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Communicate to provide clarification. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Communicate about a specific task or experience. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate about a specific task or experience. 	___Y ___N

Common Core State Standard: L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a-f. (See below)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.1. Communicate to convey information. a-f. Produce all letters.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce two- and three-letter words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Produce all letters. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Produce first letter in own name. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Explore letters and technology used to produce letters. 	___Y ___N

Common Core State Standard: L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use collective nouns (e.g., *group*).
b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.1.a-b. Use frequently occurring nouns (e.g., <i>mom, dad, boy, girl</i>).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use a variety of nouns. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use frequently occurring nouns (e.g., <i>mom, dad, boy, girl</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify symbols or objects that represent personally relevant, common nouns. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Interact with symbols or objects that represent personally relevant, common nouns. 	___Y ___N

Common Core State Standard: L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use reflexive pronouns (e.g., *myself, ourselves*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.1.c. Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him, her, them</i>).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use frequently occurring pronouns correctly across contexts. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him, her, them</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use the pronouns <i>you</i> and <i>me</i>. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrate emerging awareness of <i>me</i>. 	___Y ___N

Common Core State Standard: L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.1.d. Use frequently occurring verbs.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use frequently occurring, regular and irregular past tense verbs. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use frequently occurring verbs. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use a limited amount of verbs (4-5) to make requests or respond to questions (e.g., <i>want, like, go, eat</i>). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrate emerging understanding of the meaning of common verbs. 	___Y ___N

Common Core State Standard: L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.1.e. Use frequently occurring adjectives.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use adjectives to accurately describe people, places, events, and things. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use frequently occurring adjectives. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify adjectives that describe familiar objects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Interact with objects of different colors, shapes, and textures. 	___Y ___N

Common Core State Standard: L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.1.f. Link two or more words together in communication.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Communicate using multiple-word utterances. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Link two or more words together in communication. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use single words to communicate. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to frequently occurring words. 	___Y ___N

Common Core State Standard: L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.2. Use conventions of spelling when communicating. <ul style="list-style-type: none"> Capitalize the first letter of familiar names. 		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Capitalize the first letter of names. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Capitalize the first letter of familiar names. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Capitalize first letter of own name. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, recognize own name in print. 	___Y ___N

Common Core State Standard: L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use commas in greetings and closings of letters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.2.b. N/A		Indicate Yes or No

Common Core State Standard: L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use an apostrophe to form contractions and frequently occurring possessives.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.2.c. N/A		Indicate Yes or No

Common Core State Standard: L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.2.d. Identify printed rhyming words with the same spelling pattern.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Sort printed rhyming words with the same spelling pattern. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify printed rhyming words with the same spelling pattern. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify rhyming words. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Provide a familiar rhyming word to complete a predictable, repeated line in a story. 	___Y ___N

Common Core State Standard: L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.2.e. Consult print in the environment to support reading and spelling.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Consult print in the environment to support reading and spelling. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Consult print in the environment to support reading and spelling. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, consult print in the environment to support reading and spelling. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Interact with print in the environment. 	___Y ___N

Common Core State Standard: L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.3. Use informal language when communicating.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use formal and informal language when communicating. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use informal language when communicating. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use symbolic language to communicate. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize familiar symbols. 	___Y ___N

Common Core State Standard: L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a-b. Use newly acquired vocabulary.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use newly acquired vocabulary in context. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use newly acquired vocabulary. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify newly acquired vocabulary. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond when new vocabulary is used. 	___Y ___N

Common Core State Standard: L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.4.c. Sort words into familiar categories.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify categories for groups of related words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Sort words into familiar categories. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify two or more words from a single category. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to words from a single category. 	___Y ___N

Common Core State Standard: L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.4.d. N/A		Indicate Yes or No

Common Core State Standard: L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.4.e. Ask about an unknown word.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask and answer questions about unknown words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask about an unknown word. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Indicate that a word is unknown. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to words in conversations and shared reading/writing activities. 	___Y ___N

Common Core State Standard: L.2.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.5. Demonstrate understanding of word relationships. <p>a. Identify real-life connections between words and their use (e.g., <i>happy</i>: "I am happy.").</p>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify real-life connections between words and their use. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., <i>happy</i>: "I am happy."). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify real-life connections between words and their use. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, respond to words in context. 	___Y ___N

Common Core State Standard: L.2.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.5.b. Identify the function of common nouns.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use a common noun and its function in a sentence. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the function of common nouns. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify nouns that match functions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to common nouns in context. 	___Y ___N

Common Core State Standard: L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.2.6. Use adjectives and adverbs from texts that have been read.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use words and phrases acquired through interactions, being read to, and other forms of instruction. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use adjectives and adverbs from text that has been read. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Repeat words from text that has been read to them. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Mimic words spoken to them. 	___Y ___N