

Achievement Indicators for Reading  
Grade 2

Reading Achievement Indicators Grade 2				
Content Standard 1.0				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
1.2.2 Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> <li>• matching</li> <li>• isolating</li> <li>• blending</li> <li>• segmenting</li> <li>• deleting</li> <li>• substituting</li> </ul>	limited ability to match, isolate, and blend sounds within spoken words.  inability to segment, delete, and substitute spoken words.	ability to match, isolate, and blend sounds within spoken words.  limited ability to complete tasks of segmenting, deleting, and substituting phonemes.	ability to match beginning, middle, or ending sounds.  ability to isolate the beginning and ending sounds.  ability to blend segmented words.  ability to segment blended words.  ability to delete phonemes.  ability to substitute phonemes.	ability to demonstrate phonemic awareness.
1.2.3 Decode words in text through <ul style="list-style-type: none"> <li>• letter-sound relationships</li> <li>• short/long vowels</li> <li>• digraphs</li> <li>• blends</li> <li>• diphthongs</li> <li>• word families</li> <li>• spelling patterns</li> </ul>	limited ability to decode words using short and/or long vowels.  inability to decode words using digraphs, diphthongs, and base words.  limited ability to decode words using blends, and/or spelling patterns.	ability to decode words in text using short vowels, long vowels, digraphs, and diphthongs.  limited ability to decode words using simple word families.  limited ability to decode words in text using blends, word families, and/or spelling patterns.	ability to decode words in text using phonics.	ability to decode above grade level words in text using phonics.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , decode words through structural analysis using <ul style="list-style-type: none"> <li>• base words</li> <li>• suffixes</li> <li>• prefixes</li> <li>• syllables</li> <li>• compound words</li> </ul>	inability to decode words in text using structural analysis.	limited ability to decode words in below grade level text using structural analysis.	limited ability to decode words in text using structural analysis.	ability to decode words in text using structural analysis.
1.2.4 Comprehend vocabulary using <ul style="list-style-type: none"> <li>• homographs</li> <li>• homophones</li> <li>• abbreviations</li> <li>• synonyms</li> <li>• antonyms</li> </ul>	inability to comprehend vocabulary using homographs, homophones, abbreviations, synonyms, and/or antonyms.	limited ability to comprehend vocabulary using homographs, homophones, abbreviations, synonyms, and/or antonyms.	ability to comprehend vocabulary using homographs, homophones, abbreviations, synonyms, and/or antonyms.	ability to comprehend above grade level vocabulary using homographs, homophones, abbreviations, synonyms, and/or antonyms.
<b>With assistance</b> , comprehend vocabulary using <ul style="list-style-type: none"> <li>• context clues</li> <li>• structural analysis</li> <li>• syntax</li> <li>• parts of speech</li> </ul>	inability to comprehend vocabulary using context clues.  inability to comprehend vocabulary using structural analysis, syntax, and/or parts of speech.	limited ability to comprehend vocabulary using context clues.  limited ability to comprehend vocabulary using structural analysis, syntax, and/or parts of speech in below grade level text.	limited ability to comprehend vocabulary using context clues.  limited ability to comprehend vocabulary using structural analysis, syntax, and/or parts of speech.	ability to comprehend vocabulary using context clues.  ability to comprehend vocabulary using structural analysis, syntax, and/or parts of speech.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Apply alphabetic order to locate words using the first letter of each word.	inability to alphabetize a given list of words using first letters.	limited ability to locate words in dictionaries and glossaries using the first letter of each word when given a format.	ability to locate words in dictionaries and glossaries using the first letter of each word.	ability to locate words in dictionaries, glossaries, and thesauruses using the first letter of each word.
<b>With assistance</b> , use resources to find and/or confirm meaning of unknown words encountered in text.	inability to use resources to find meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in below grade level text.  inability to use resources to confirm meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in text.  limited ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in text.  ability to use resources to confirm meaning of unknown words encountered in text.
<b>With assistance</b> , identify connotative and denotative meaning in text.	inability to identify connotative and denotative meaning.	limited ability to identify denotative meaning in text.  inability to identify connotative meaning in text.	limited ability to identify denotative meaning in text.  limited ability to identify connotative meaning in text.	ability to identify denotative meaning in text.  limited ability to identify connotative meaning in above grade level text.
Build vocabulary using <ul style="list-style-type: none"> <li>• pictures</li> <li>• symbols</li> </ul>	limited ability to gain meaning from pictures.  inability to gain meaning from symbols.	ability to gain meaning from pictures.  limited ability to gain meaning from symbols.	ability to gain meaning from pictures and symbols.	ability to gain and generalize meaning using pictures and symbols.
1.2.5 Apply knowledge of high frequency words to build fluency and comprehension.	inability to access high frequency words in text (e.g., were, your).	limited ability to access high frequency words in text to comprehend.	ability to access high frequency words in text to build fluency and comprehension.	ability to access above grade level high frequency words in text to build fluency and comprehension (e.g., which, their).
<b>With assistance</b> , identify content-specific vocabulary in text.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in below grade level text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , read aloud with a focus on <ul style="list-style-type: none"> <li>• prosody</li> <li>• accuracy</li> <li>• automaticity</li> <li>• reading rate</li> </ul>	inability to read aloud with fluency.	limited ability to read aloud below grade level text with fluency.	limited ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>2.0</b> Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
2.2.1 <b>With assistance</b> , use before reading strategies based on text and purpose to <ul style="list-style-type: none"> <li>• preview text</li> <li>• access prior knowledge</li> <li>• build background knowledge</li> <li>• set purpose for reading</li> <li>• make predictions</li> <li>• determine reading rate</li> <li>• determine text type</li> </ul>	inability to use before reading strategies to aid comprehension.	limited ability to use before reading strategies to aid comprehension when given a format.  inability to select before reading strategies to aid comprehension.	limited ability to use appropriate before reading strategies to aid comprehension.  limited ability to select before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension.
2.2.2 <b>With assistance</b> , use during reading strategies based on text and purpose to <ul style="list-style-type: none"> <li>• use self-correcting strategies</li> <li>• make, confirm, and revise predictions</li> <li>• understand and use key vocabulary</li> <li>• identify main idea and supporting details</li> <li>• make inferences adjust reading rate</li> <li>• apply knowledge of text type</li> </ul>	limited ability to use during reading strategies to make predictions.  inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension when given a format.	limited ability to use appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>2.0</b> (continued)				
Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
2.2.3 <b>With assistance</b> , use after reading strategies based on text and purpose to <ul style="list-style-type: none"> <li>• recall details</li> <li>• restate main ideas</li> <li>• organize information</li> <li>• record information</li> <li>• synthesize text</li> <li>• evaluate text</li> <li>• evaluate the effectiveness of reading strategies</li> </ul>	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension when given a format.	limited ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.

Achievement Indicators for Reading  
Grade 2

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.2.1 Identify <ul style="list-style-type: none"> <li>• setting</li> <li>• sequence of events</li> </ul> <b>With assistance</b> , identify conflict.  <b>With assistance</b> , identify resolution.  <b>With assistance</b> , identify how one event may cause another event.	inability to identify setting.  limited ability to recall events.  inability to sequence event.  inability to identify conflict.  inability to identify resolution.  inability to identify the important events in text.  inability to identify how one event may cause another event to occur.	limited ability to identify setting.  ability to recall events.  limited ability to sequence event.  limited ability to identify conflict when given a format.  limited ability to identify resolution when given a format.  limited ability to identify important events in text.  limited ability to identify how one event may cause another event to occur when given a format.	ability to identify setting.  ability to recall events.  ability to identify sequence of events.  limited ability to identify conflict.  limited ability to identify resolution.  ability to identify important events in text.  limited ability to identify how one event may cause another event to occur.	ability to describe setting.  ability to recall events from above grade level text.  ability to identify sequence of events from above grade level text.  ability to identify conflict.  ability to identify resolution.  ability to identify important events in above grade level text.  ability to describe how one event may cause another event to occur.

Achievement Indicators for Reading  
Grade 2

Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> make inferences and draw conclusions about setting and plot based on evidence.	<p>inability to make inferences about setting.</p> <p>inability to draw conclusions about setting.</p> <p>inability to make inferences about plot.</p> <p>inability to draw conclusions about plot.</p>	<p>limited ability to make inferences about setting.</p> <p>inability to draw conclusions about setting.</p> <p>limited ability to make inferences about plot.</p> <p>inability to draw conclusions about plot.</p>	<p>limited ability to make inferences about setting based on evidence.</p> <p>limited ability to draw conclusions about setting based on evidence.</p> <p>limited ability to make inferences about plot based on evidence.</p> <p>limited ability to draw conclusions about plot based on evidence.</p>	<p>ability to make inferences about setting based on evidence.</p> <p>ability to draw conclusions about setting based on evidence.</p> <p>ability to make inferences about plot based on evidence.</p> <p>ability to draw conclusions about plot based on evidence.</p>
3.2.2 Describe physical and personality traits.	<p>limited ability to identify what a character looks like.</p> <p>limited ability to identify how a character acts.</p> <p>inability to use the vocabulary terms physical and personality traits.</p>	<p>limited ability to describe physical traits of characters.</p> <p>limited ability to describe personality traits of characters.</p> <p>limited ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to describe physical traits of characters.</p> <p>ability to describe personality traits of characters.</p> <p>ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to compare characters' physical and personality traits when provided a format (e.g., Venn-diagram, T-chart).</p> <p>ability to use the vocabulary terms physical and personality traits.</p>
<b>With assistance,</b> identify a lesson learned based on a character's actions.	<p>limited ability to identify a character's actions.</p> <p>inability to identify a lesson.</p>	<p>ability to identify a character's actions.</p> <p>inability to identify a lesson based on events and/or a character's actions.</p>	<p>limited ability to identify a lesson learned based on events and/or a character's actions.</p>	<p>ability to explain a lesson learned based on events and/or a character's actions.</p>

Achievement Indicators for Reading  
Grade 2

Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance</b> , make inferences and draw conclusions about a character(s) based on evidence	<p>inability to recall details about a character from text.</p> <p>inability to make inferences about a character.</p> <p>inability to draw conclusions about a character.</p>	<p>limited ability to recall details about a character from text.</p> <p>limited ability to make inferences about a character based on details.</p> <p>inability to draw conclusions about a character.</p>	<p>ability to recall details about a character from text.</p> <p>limited ability to make inferences about a character(s) based on evidence.</p> <p>limited ability to draw conclusions about a character(s) based on evidence.</p>	<p>ability to recall details about a character from text.</p> <p>ability to make inferences about a character(s) based on evidence.</p> <p>ability to draw conclusions about a character(s) based on evidence.</p>
3.2.3 Explain the main idea.	<p>limited ability to identify main idea.</p>	<p>ability to identify main idea.</p> <p>limited ability to explain main idea.</p>	<p>ability to explain main idea supported by evidence.</p>	<p>ability to explain main idea supported by evidence in above grade level text.</p>
<b>With assistance</b> , identify theme.	<p>inability to identify theme.</p>	<p>limited ability to identify theme when given a format.</p>	<p>limited ability to identify theme.</p>	<p>ability to identify theme.</p>
3.2.4 <b>With assistance</b> , identify first person point of view.	<p>inability to identify first person point of view.</p>	<p>limited ability to identify first person point of view when given a format.</p>	<p>limited ability to identify first person point of view.</p>	<p>ability to identify first person point of view.</p>
3.2.5 Identify examples of <ul style="list-style-type: none"> <li>• imagery</li> <li>• sensory words</li> <li>• similes</li> </ul>	<p>inability to identify imagery.</p> <p>inability to identify sensory words.</p> <p>inability to identify similes.</p>	<p>limited ability to identify to identify imagery.</p> <p>limited ability to identify sensory words.</p> <p>limited ability to identify to identify similes.</p>	<p>ability to identify to identify imagery.</p> <p>ability to identify sensory words.</p> <p>ability to identify to identify similes.</p>	<p>ability to identify to identify imagery in above grade level text.</p> <p>ability to identify sensory words in above grade level text.</p> <p>ability to identify to identify similes in above grade level text.</p>

Achievement Indicators for Reading  
Grade 2

Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify the effects of rhythm and rhyme on text.	limited ability to identify rhythm and rhyme.	ability to identify rhythm and rhyme.	ability to identify rhythm and rhyme.	ability to identify rhythm and rhyme in above grade level text.
	inability to identify the effects of rhythm and rhyme.	limited ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme.
<b>With assistance</b> , identify <ul style="list-style-type: none"> <li>• dialect</li> <li>• slang</li> </ul>	inability to identify dialect.	inability to identify dialect.	limited ability to identify dialect.	ability to identify dialect.
	inability to identify slang.	limited ability to identify slang.	limited ability to identify slang.	ability to identify slang.
<b>With assistance</b> , identify personification.	inability to identify personification.	limited ability to identify personification when given a format.	limited ability to identify personification.	ability to identify personification.
<b>With assistance</b> , identify examples of alliteration.	inability to identify alliteration.	limited ability to identify alliteration when given a format.	limited ability to identify alliteration.	ability to identify alliteration.
<b>With assistance</b> , identify idioms.	inability to identify idioms.	limited ability to identify idioms when given a format.	limited ability to identify idioms.	ability to identify idioms.
3.2.6 <b>With assistance</b> , listen to and identify words and phrases that reveal tone.	limited ability to determine overall tone.	ability to determine overall tone of text.	ability to determine overall tone of text.	ability to identify words and phrases that reveal tone.
	inability to identify words and phrases that reveal tone.	limited ability to identify words that reveal tone. inability to identify phrases that reveal tone.	limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.	

Achievement Indicators for Reading  
Grade 2

Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.2.7 Read and discuss text from different <ul style="list-style-type: none"> <li>• cultures</li> <li>• time periods</li> </ul>	<p>inability to identify important details about cultures based on content.</p> <p>inability to identify important details about time periods based on content.</p>	<p>limited ability to identify important details about cultures based on content.</p> <p>limited ability to identify important details about time periods based on content.</p>	<p>ability to identify important details about cultures based on content.</p> <p>ability to identify important details about time periods based on content.</p>	<p>ability to describe important details about cultures based on content.</p> <p>ability to describe important details about time periods based on content.</p>
<b>With assistance</b> , compare text from different <ul style="list-style-type: none"> <li>• cultures</li> <li>• time periods</li> </ul>	<p>inability to identify text from different cultures based on content.</p> <p>inability to identify text from different time periods based on content.</p>	<p>limited ability to identify text from different cultures based on content when given a format.</p> <p>limited ability to identify text from different time periods based on content when given a format.</p>	<p>limited ability to compare text from different cultures based on content.</p> <p>limited ability to compare text from different time periods based on content.</p>	<p>ability to compare text from different cultures based on content.</p> <p>ability to compare text from different time periods based on content.</p>
3.2.8 Make predictions based on evidence.	inability to make predictions.	limited ability to make predictions.	ability to make predictions based on evidence.	ability to make and revise predictions based on evidence.
3.2.9 <b>With assistance</b> , make connections to self, other text, and/or the world.	<p>limited ability to make connections from text to self.</p> <p>inability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from below grade level text to other text and/or the world when given a format.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self, other text, and/or the world.</p>
Use information to answer specific questions.	<p>limited ability to identify intent of questions.</p> <p>inability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>limited ability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>ability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>ability to use information to answer specific questions in above grade level text.</p>

Achievement Indicators for Reading  
Grade 2

Content Standard <b>4.0</b> Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.2.1 Identify the purpose of and gain information from <ul style="list-style-type: none"> <li>• illustrations</li> <li>• graphs</li> <li>• charts</li> <li>• titles</li> <li>• text boxes</li> <li>• diagrams</li> <li>• headings</li> <li>• table of contents</li> </ul> <b>With assistance</b> , gain information from <ul style="list-style-type: none"> <li>• glossaries</li> <li>• indices</li> <li>• maps</li> </ul>	limited ability to gain information from illustrations, graphs, charts, and titles.  inability to gain information from text boxes, diagrams, headings, and maps.  inability to determine purpose of text features.  inability to gain information from a table of contents, glossaries, and indices.  inability to determine the purpose of a table of contents, glossaries, and indices.	limited ability to gain information from text features.    limited ability to determine purpose of text features.   limited ability to gain information from a table of contents, glossaries, and indices when given a format.  limited ability to determine the purpose of a table of contents, glossaries, and indices when given a format.	ability to gain information from text features.    ability to determine purpose of text features.   limited ability to gain information from a table of contents, glossaries, and indices.  limited ability to determine the purpose of a table of contents, glossaries, and indices.	ability to gain information from text features.    ability to determine purpose of text features.   ability to gain information from a table of contents, glossaries, and indices.  ability to determine the purpose of a table of contents, glossaries, and indices.
<b>With assistance</b> , identify and explain the use of <ul style="list-style-type: none"> <li>• bold-faced words</li> <li>• underlined words</li> <li>• highlighted words</li> <li>• italicized words</li> <li>• abbreviations</li> <li>• acronyms</li> </ul>	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.	ability to identify bold-faced words, underlined words, highlighted words, and italicized words.  inability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to identify bold-faced words, underlined words, highlighted words, and italicized words.  limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to identify bold-faced words, underlined words, highlighted words, and italicized words.  ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words

Achievement Indicators for Reading  
Grade 2

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.2.2 <b>With assistance</b> , identify <ul style="list-style-type: none"> <li>• dialect</li> <li>• slang</li> <li>• alliteration</li> </ul>	inability to identify dialect.  inability to identify slang.  inability to identify alliteration.	inability to identify dialect.  limited ability to identify slang.  limited ability to identify alliteration.	limited ability to identify dialect.  limited ability to identify slang.  limited ability to identify alliteration.	ability to identify dialect.  ability to identify slang.  ability to identify alliteration.
<b>With assistance</b> , identify metaphors.	inability to identify metaphors.	limited ability to identify metaphors when given a format.	limited ability to identify metaphors.	ability to explain the use of metaphors.
<b>With assistance</b> , identify words and phrases that reveal tone.	limited ability to determine overall tone.  inability to identify words and phrases that reveal tone.	ability to determine overall tone of text.  limited ability to identify words that reveal tone.  inability to identify phrases that reveal tone.	ability to determine overall tone of text.  limited ability to identify words that reveal tone.  limited ability to identify phrases that reveal tone.	ability to identify words and phrases that reveal tone.
4.2.3 Explain the topic.	ability to identify a topic.  inability to explain the topic.	limited ability to explain a topic.	ability to explain a topic.	ability to explain a topic and support the decision with evidence.
<b>With assistance</b> , identify theme.	inability to identify theme.  inability to identify main idea.	limited ability to identify theme when given a format.  limited ability to identify main idea.	limited ability to identify theme.  ability to identify main idea.	ability to identify theme.  ability to identify main idea in above grade level text.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Describe the sequential order.	inability to identify sequential order.	limited ability to describe sequential order.	ability to describe sequential order.	ability to describe sequential order in above grade level text.
Describe the chronological order.	inability to identify chronological order.	limited ability to identify chronological order.	ability to describe chronological order.	ability to describe chronological order in above grade level text.
Identify cause and effect.	inability to identify cause and effect.	limited ability to identify cause and effect.	ability to identify cause and effect.	ability to describe cause and effect in above grade level text.
<b>With assistance</b> , identify a cause and its effect on events and/or relationships.	inability to identify a cause and its effect on events and/or relationships.	limited ability to identify a cause and its effect on events and/or relationships when given a format.	limited ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and effect on events and/or relationships.
<b>With assistance</b> , identify problems and solutions.	inability to identify a problem.	limited ability to identify a problem.	ability to identify a problem.	ability to identify a problem in above grade level text.
	inability to explain the solution to the problem.	limited ability to explain the solution to the problem when given a format.	limited ability to explain the solution to the problem.	ability to explain the solution to the problem.
<b>With assistance</b> , identify main idea based on evidence.	limited ability to identify main idea.	limited ability to identify main idea.	limited ability to explain main idea supported by evidence.	ability to explain main idea supported by evidence in above grade level text.
		limited ability to explain main idea.		
4.2.4 Read and discuss text from different <ul style="list-style-type: none"> <li>• cultures</li> <li>• time periods</li> </ul>	inability to identify important details about cultures based on content.	limited ability to identify important details about cultures based on content.	ability to identify important details about cultures based on content.	ability to describe important details about cultures based on content in above grade level text.
	inability to identify important details about time periods based on content.	limited ability to identify important details about time periods based on content.	ability to identify important details about time periods based on content.	ability to describe important details about time periods based on content in above grade level text.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<b>With assistance,</b> compare texts from different <ul style="list-style-type: none"> <li>• cultures</li> <li>• time periods</li> </ul>	inability to identify text from different cultures based on content.	limited ability to identify text from different cultures based on content when given a format.	limited ability to compare text from different cultures based on content.	ability to compare text from different cultures based on content.
	inability to identify text from different time periods based on content.	limited ability to identify text from different time periods based on content when given a format.	limited ability to compare text from time periods based on content.	ability to compare text from time periods based on content.
4.2.5 <b>With assistance,</b> make connections to self, other text, and/or the world.	limited ability to make connections from text to self.	ability to make connections from text to self.	ability to make connections from text to self.	ability to make connections from text to self, other text, and/or the world.
	inability to make connections from text to other text and/or the world.	limited ability to make connections from text to other text and/or the world when given a format.	limited ability to make connections from text to other text and/or the world.	
Use information to answer specific questions.	limited ability to identify intent of questions.	ability to identify intent of questions.	ability to identify intent of questions.	ability to identify intent of questions.
	inability to use information to answer specific questions in text.	limited ability to use information to answer specific questions in text.	ability to use information to answer specific questions in text.	ability to use information to answer specific questions in above grade level text.
4.2.6 Make predictions based on evidence.	limited ability to make predictions.	ability to make predictions.	ability to make predictions based on evidence.	ability to make predictions based on evidence.
<b>With assistance,</b> make inferences based on evidence.	limited ability to recall details from text.	ability to recall details from text.	ability to recall details from text.	ability to recall details from above grade level text.
	inability to make inferences.	limited ability to make inferences.	limited ability to make inferences based on evidence.	ability to make inferences based on evidence.
<b>With assistance,</b> draw conclusions based on evidence.	inability to draw conclusions.	limited ability to draw conclusions.	limited ability to draw conclusions based on evidence.	ability to draw conclusions based on evidence.

Achievement Indicators for Reading  
Grade 2

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify fact and opinion.	inability to identify facts.	limited ability to identify facts.	ability to identify facts.	ability to identify facts in above grade level text.
	inability to identify opinions.	limited ability to identify opinions.	ability to identify opinions.	ability to identify opinions in above grade level text.
4.2.7 Read and follow directions to complete tasks.	inability to accurately read directions to complete tasks.	limited ability to accurately read directions to complete tasks.	ability to accurately read directions to complete tasks.	ability to accurately read directions to complete complex tasks.
	inability to gain meaning from directions to complete tasks.	limited ability to gain meaning from directions to complete tasks.	ability to gain meaning from directions to complete tasks.	ability to gain meaning from directions to complete complex tasks.

Achievement Indicators for Writing  
Grade 2

Writing Achievement Indicators Grade 2				
Content Standard 5.0 Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.2.1 Use prewriting strategies to plan written work.</p> <p><b>With assistance</b>, choose and narrow a topic to organize ideas.</p> <p><b>With assistance</b>, explore a topic to plan written work.</p>	<p>inability to use pre-writing strategies.</p> <p>ability to generate ideas orally when guided.</p> <p>inability to write ideas in an organized pattern.</p> <p>limited ability to brainstorm, but ideas are usually off topic and/or disorganized.</p> <p>limited ability to explore a topic.</p> <p>use of ideas that are not always relevant to the topic.</p> <p>inability to build upon a teacher model.</p>	<p>inconsistent use of strategies with few self-generated ideas.</p> <p>brainstorming teacher created ideas.</p> <p>many ideas that are copied.</p> <p>limited ability to choose topics.</p> <p>topics that are not very narrow, and some ideas that are inconsistent.</p> <p>ability to explore topics and use teacher generated graphic organizers to plan work.</p>	<p>use of effective strategies to plan work.</p> <p>brainstorming based on class generated ideas with a few individually generated ideas.</p> <p>choosing and narrowing topics.</p> <p>exploration of topics to plan work.</p>	<p>use of a variety of self-generated ideas for future writing.</p> <p>independent brainstorming.</p> <p>effective use of a variety of graphic organizers.</p> <p>limited development of topics using relevant details.</p> <p>exploration of topics to plan work.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.2.2 Draft sentences on a single topic that address</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• supporting details</li> </ul> <p><b>With assistance</b>, draft paragraphs on a single topic that address</p> <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• supporting details</li> </ul>	<p>inability to draft sentences on a single topic.</p> <p>inability to address audience.</p> <p>inability to address purpose.</p> <p>inability to use supporting details, or the details lack relevance to topic.</p> <p>inability to write paragraphs that use details and are not repetitive.</p>	<p>minimal sentences on a single topic.</p> <p>limited ability to address audience appropriately.</p> <p>minimal understanding of purpose.</p> <p>minimal use of supporting details that are relevant to the topic.</p> <p>limited ability to draft paragraphs with non-repetitive sentences.</p>	<p>adequate simple sentences on a single topic.</p> <p>recognition of audience.</p> <p>understanding of purpose.</p> <p>use of supporting details that are relevant to topic.</p> <p>limited ability to draft paragraphs on a single topic.</p> <p>minimal addressing of audience appropriately.</p> <p>minimally demonstrates understanding of purpose.</p> <p>minimal supporting details.</p>	<p>effective sentences on a single topics.</p> <p>appropriate recognition of audience.</p> <p>understanding of purpose.</p> <p>a variety of relative supporting details that clarify and expand the topic.</p> <p>limited ability to draft paragraphs on a single topic.</p> <p>addressing of audience appropriately.</p> <p>understanding of purpose.</p> <p>multiple, relevant supporting details.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.2.3 <b>With assistance</b>, revise drafts for</p> <ul style="list-style-type: none"> <li>• organization</li> <li>• focused ideas</li> <li>• voice</li> <li>• audience</li> <li>• purpose</li> <li>• relevant details</li> <li>• word choice</li> <li>• sentence fluency</li> </ul>	<p>inability to determine purpose of revising.</p> <p>inability to create legible draft.</p> <p>inability to clarify thoughts.</p> <p>lack of a draft to revise.</p> <p>limited ability to revise in one-on-one situation with teacher.</p>	<p>minimal revision of drafts.</p> <p>minimal revision for simple organization.</p> <p>minimal creation of focused ideas.</p> <p>inability to determine relevant details.</p> <p>minimal revision for voice.</p> <p>minimal revision for audience and purpose.</p> <p>inability to go beyond very simple, general word choice.</p> <p>minimal revision for sentence fluency.</p>	<p>minimal revision of drafts.</p> <p>minimal revision for simple organization.</p> <p>focused, simple ideas.</p> <p>development of ideas using some relevant details.</p> <p>inconsistent voice.</p> <p>minimal revision for audience and purpose through word choice.</p> <p>understanding of sentence fluency.</p>	<p>independent revision of drafts.</p> <p>more sophisticated organization.</p> <p>focused, more complex ideas using relevant details.</p> <p>ability to revise drafts for voice.</p> <p>minimal revision for audience and purpose using relevant, mature, specific word choice.</p> <p>minimal revision for simple sentence structures to create sentence fluency.</p> <p>limited sentence variety.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.2.4 Edit sentences to ensure correct spelling of</p> <ul style="list-style-type: none"> <li>• high frequency words</li> <li>• content words</li> <li>• patterned words</li> </ul> <p>Edit capitalization for</p> <ul style="list-style-type: none"> <li>• first and last names</li> <li>• beginnings of sentences</li> <li>• months</li> <li>• days of the week</li> </ul> <p><b>With assistance</b>, edit capitalization for</p> <ul style="list-style-type: none"> <li>• proper nouns</li> <li>• initials</li> <li>• titles</li> </ul> <p>Edit punctuation for</p> <ul style="list-style-type: none"> <li>• end punctuation</li> <li>• commas</li> </ul> <p><b>With assistance</b>, edit punctuation for</p> <ul style="list-style-type: none"> <li>• apostrophes</li> </ul>	<p>inability to edit sentences for correct spelling.</p> <p>inability to edit for capitalization.</p> <p>inability to edit for capitalization of proper nouns, initials, and titles.</p> <p>inability to edit for end punctuation.</p> <p>inability to edit for apostrophes and commas.</p>	<p>minimal editing for the correct spelling of high-frequency words, content words, and patterned words.</p> <p>minimal editing for correct capitalization of first and last names, the beginnings of sentences, months, and days of the week.</p> <p>inconsistent editing to correct capitalization of proper nouns, initials, and titles.</p> <p>inconsistent editing to correct end punctuation, commas, and apostrophes.</p>	<p>editing to ensure correct spelling of high frequency words, content words, and patterned words.</p> <p>editing to correct capitalization of first and last names, the beginnings of sentences, months, and days of the week.</p> <p>minimal editing for correct capitalization of proper nouns, initials, and titles.</p> <p>minimal editing to correct end punctuation, commas, and apostrophes.</p>	<p>independent editing of sentences to correct spelling of high frequency words, content words, and patterned words.</p> <p>independent editing to correct capitalization of first and last names, beginnings of sentences, months, and days of the week.</p> <p>independent editing for correct capitalization of proper nouns, initials, and titles.</p> <p>editing to correct end punctuation and commas.</p> <p>inconsistent editing to correct apostrophes.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.2.5 With assistance, edit for correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> </ul>	minimal editing for correct use of nouns, verbs, pronouns, adjectives, simple subject/verb agreement, and verb tenses.	editing for correct use of nouns, verbs, and pronouns.  minimal editing for correct use of adjectives, simple subject/verb agreement, and verb tenses.	editing for correct use of nouns, verbs, pronouns, adjectives, subject/verb agreement, and verb tenses.	independent editing for correct use of nouns, verbs, pronouns, subject/verb agreement, and verb tenses.
5.2.6 Edit sentence structure for <ul style="list-style-type: none"> <li>• complete sentences</li> </ul> <b>With assistance</b> , edit sentence structure for <ul style="list-style-type: none"> <li>• paragraph structures</li> <li>• combining sentences</li> </ul>	inconsistent editing for complete sentences if work available.  inability to create paragraphs or to combine sentences.	inconsistent editing for simple complete sentences.  inconsistent editing for simple paragraphing and sentence combining.	editing for complete sentences.  editing for simple paragraphing and sentence combining.	editing for complete sentences and sentence combining.  editing for simple paragraph construction.  editing for understanding of more complex sentence structures.
5.2.7 Prepare legible final draft to display or share.	improper letter formation and spacing when writing.  final drafts that appear unfinished.  possible completion of only one draft.	improper spacing when writing.  correct letter formation.  minimal final drafts are complete but not polished.  finished pieces that show missing parts of revision.	legible final drafts to display or share.  final drafts that are complete and polished.	prepared and legible drafts to display or share.  final drafts that take various forms (e.g., presentations, drawings, projects, models, power point, written work).

Achievement Indicators for Writing  
Grade 2

Content Standard <b>6.0</b> Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>6.2.1 Write sentences using a topic sentence</p> <ul style="list-style-type: none"> <li>• generated by the teacher</li> <li>• generated by the student</li> </ul> <p><b>With assistance</b>, write paragraphs with a focus on</p> <ul style="list-style-type: none"> <li>• a topic sentence.</li> <li>• supporting details</li> <li>• concluding statement</li> </ul>	<p>limited ability to independently write sentences using a teacher generated expository topic sentence.</p> <p>writing that is limited to simple sentences.</p>	<p>minimal independent construction of very simple sentences supporting an expository topic.</p> <p>some sentences that do not support the topic.</p> <p>minimal creation of simple sentences on topic with teacher or student generated topic.</p> <p>minimal creation of a concluding statement.</p> <p>minimal creation of one or two general details to support topic.</p>	<p>sentences supporting an expository topic that is self, teacher, and/or peer generated.</p> <p>simple paragraphs.</p> <p>a topic sentence.</p> <p>supporting details.</p> <p>ability to write a concluding statement that may or not be “the end.”</p> <p>a few general details to support topic.</p>	<p>sentences supporting an expository topic that is self, teacher, and/or peer generated.</p> <p>multiple simple paragraphs.</p> <p>a topic sentence.</p> <p>numerous, specific supporting details.</p> <p>logical concluding statement.</p> <p>student work that is usually longer and more detailed.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>6.2.2 Write sentences about experiences and/or events that are appropriate to audience and purpose.</p> <p><b>With assistance</b>, write paragraphs about experiences and/or events that are appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> <li>• logical sequence</li> <li>• character</li> <li>• setting</li> </ul>	<p>limited ability to write sentences about experiences and/or real or imaginary events.</p> <p>inability to address appropriately audience and purpose.</p> <p>minimal ability to write about experiences and /or events that address audience and purpose.</p> <p>minimal recall of events that are not in sequential order</p> <p>lack of recognizable character and setting.</p>	<p>minimal or very simple sentences about experiences and or real or imaginary events.</p> <p>minimal work appropriate to audience and purpose.</p> <p>limited ability to write about experiences and/or events that are appropriate to audience and purpose.</p> <p>minimal logical sequence.</p> <p>lack of recognizable character and setting.</p>	<p>sentences about experiences and/or real or imaginary events.</p> <p>appropriate audience awareness.</p> <p>adequate purpose.</p> <p>details that tell about the event and/or experience.</p> <p>paragraphs about experiences and/or events that are appropriate to audience and purpose.</p> <p>logical sequence.</p> <p>identification of a character.</p> <p>setting.</p>	<p>simple paragraphs about experiences and/or real or imaginary events.</p> <p>appropriate audience awareness.</p> <p>purpose for work.</p> <p>details and descriptors that enhance the retelling of the experience or event.</p> <p>simple paragraphs about experiences and/or events that are appropriate to audience and purpose.</p> <p>logical sequence.</p> <p>character description.</p> <p>setting description.</p> <p>paragraphs about experiences and/or events that may include dialogue.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.2.3 Write poetry.	<p>limited ability to listen to, discuss, and write poetry in a specific format.</p> <p>minimal understanding of poetry.</p> <p>minimal completion of fill-ins.</p> <p>limited, simplistic word choice.</p>	<p>listening to poetry.</p> <p>minimal discussion of and writing of poetry.</p> <p>minimally following a specific poetry format.</p> <p>successful completion of fill-ins.</p> <p>minimal word choice.</p>	<p>listening to poetry.</p> <p>discussing and writing simple poetry.</p> <p>reciting poetry that has been modeled.</p> <p>following a specific format to write poetry.</p> <p>some appropriate word choice.</p>	<p>listening to a variety of poetry.</p> <p>participating in meaningful discussions of poetry.</p> <p>reciting poetry with feeling and tone.</p> <p>following a format to write personal poetry.</p> <p>some deliberate word choice.</p> <p>use of simple imagery and figurative language.</p>
6.2.4 Write responses to literary text.	<p>minimal ability to verbalize or draw a response to literary text.</p> <p>minimal answers to questions about literary text.</p>	<p>minimal completion of simple graphic organizers to write responses to literary text.</p> <p>creation of simple sentences showing understanding of literary text.</p>	<p>completion of graphic organizers to prepare answers for literary texts.</p> <p>completion of sentence starters to write a response to literary text.</p>	<p>utilization of the prewriting process to create a response to show understanding of literature with little or no teacher prompting.</p> <p>connections of text to text, text to self, and text to world.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.2.5 Write responses to expository text.	<p>minimal verbalizing and/or drawing responses to expository text.</p> <p>minimal connections to the text.</p>	<p>minimal restatement of facts from expository text using inappropriate vocabulary.</p> <p>minimal connections to the text and lack of supporting details.</p>	<p>restatement of information about expository text using appropriate content vocabulary.</p> <p>connections to text using support from the text.</p>	<p>independent restatement of information and support of thoughts using details from the text.</p> <p>connections to the text that are supported by details from the text.</p>
6.2.6 Write an opinion statement.	<p>minimal drawing and/or verbalizing to communicate an opinion statement.</p> <p>lack of evidence to support opinions.</p> <p>minimal distinguishing between opinion and fact.</p>	<p>an opinion statement that provides limited evidence to support opinions.</p> <p>identification of facts and opinions.</p>	<p>simple fact and opinion statements supported with sketchy evidence.</p>	<p>simple fact and opinion statements supported with evidence.</p>
<b>With assistance,</b> write persuasive paragraphs that include supporting evidence.	<p>inability to write simple persuasive sentences.</p>	<p>very simple persuasive paragraphs.</p>	<p>simple persuasive paragraphs that include some supporting details.</p>	<p>simple persuasive paragraphs that include supporting details.</p>

Achievement Indicators for Writing  
Grade 2

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.2.7 Write friendly letters following an established format.	minimal writing of friendly letters following an established format determined by the teacher.  the body of the letter may or may not be sequential.  details that are not on topic.	minimal writing of friendly letters following an established format determined by the teacher.  non-sequential details in the body of the letter.	friendly letters that follow an established format determined by the teacher.  the body of the letter has a logical sequence.	friendly letters that follow an established format determined by the teacher.  multiple topics that are addressed and supported in paragraph form in the body of the letter.
6.2.8 <b>With assistance</b> , write instruction to complete tasks.	minimal ability to write instructions that are specific and have appropriate steps to complete tasks.  steps that are non-sequential.	clear instructions without missing steps.  most steps are sequential.	instructions to complete tasks.  steps that are sequential.	multi-step, detailed instructions to complete tasks.  steps that are sequential.

Achievement Indicators for Writing  
Grade 2

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.2.9 Write sentences that <ul style="list-style-type: none"> <li>• formulate a question</li> <li>• record information</li> <li>• answer a research question</li> </ul>	inability to write sentences about simple research.  minimal formulation of a simple question.  use of irrelevant information.  minimal answering of a research question.  lack of understanding of content and content vocabulary.	minimal sentences about simple research.  simple formulation of research question.  use of limited or irrelevant information.  answering a research question with limited content vocabulary and few details.	sentences about simple research.  simple research question.  use of relevant information and details.  answering a formulated question with content vocabulary and some details.	simple organized paragraphs based on a research question.  research question.  answering a question with appropriate content vocabulary and many details.
Identify <ul style="list-style-type: none"> <li>• title</li> <li>• author</li> </ul>	identification of title and author.	identification of title and author in other locations besides the cover.	identification of title and author in other locations besides the cover.  location of books appropriate to a specific subject.	identification of title and author in other locations besides the cover.  consistent location of books appropriate to a specific subject.

Achievement Indicators for Listening and Speaking  
Grade 2

Listening and Speaking Achievement Indicators Grade 2				
Content Standard 7.0				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>7.2.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> <li>• gaining information</li> <li>• being entertained</li> <li>• understanding directions</li> </ul> <p><b>With assistance</b>, listen for and identify</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• purpose</li> <li>• messages</li> <li>• mood</li> <li>• tone</li> </ul> <p><b>With assistance</b>, listen to and retell ideas with supporting details.</p> <p><b>With assistance</b>, listen to and summarize ideas and supporting details</p>	<p>limited ability to listen to oral communication.</p> <p>ability to listen primarily for entertainment.</p> <p>inability to listen for main idea, and purpose.</p> <p>inability to identify main idea, purpose, and messages.</p> <p>inability to listen and retell ideas with supporting details.</p> <p>inability to listen to and summarize ideas with limited details.</p>	<p>ability to listen to oral communication.</p> <p>limited ability to gain information, be entertained, or understand directions.</p> <p>limited ability to listen for main idea, purpose, and messages.</p> <p>limited ability to identify main idea, purpose, messages, and tone.</p> <p>limited ability to listen to and retell ideas with some details, relevant and irrelevant.</p> <p>limited ability to listen to and summarize ideas.</p>	<p>ability to listen to oral communication.</p> <p>ability to listen for a variety of purposes including gaining information, being entertained, and understanding directions.</p> <p>limited ability to listen for and identify main idea, purpose, mood, and tone.</p> <p>limited ability to listen to and retell ideas with supporting details.</p> <p>limited ability to listen to and summarize ideas and supporting details.</p>	<p>ability to listen to oral communication.</p> <p>ability to listen to and identify various purposes of oral communication.</p> <p>ability to make relevant connections to self and/or message being presented.</p> <p>ability to listen for and identify main idea, purpose, messages, mood, and tone.</p> <p>ability to listen to and retell ideas with supporting details.</p> <p>ability to listen to and summarize ideas and supporting details.</p>

Achievement Indicators for Listening and Speaking  
Grade 2

Content Standard <b>7.0</b> (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
7.2.2 Listen to and respond to oral communication.	limited ability to listen to and respond to oral communication.	ability to listen oral communication.  limited ability to respond to oral communication.	ability to listen to and respond to oral communication (e.g., formal/informal questioning).	ability to listen to and respond to oral communication with details.
7.2.3 Expand vocabulary through listening.	inability to expand vocabulary through listening.	limited ability to expand vocabulary through listening.	ability to expand vocabulary through listening.	ability to expand vocabulary through listening.  ability to apply expanded vocabulary to different contexts.
7.2.4 Listen for and identify dialect.  Listen for and identify the use of formal and informal language.  <b>With assistance</b> , listen for and identify social and academic language.	ability to listen for dialect.  ability to listen to formal and informal language.  limited ability to listen to social and academic language.	limited ability to listen for and identify dialect.  limited ability to identify the use of formal and informal language.  ability to listen to oral communication.  limited ability to identify social and academic language.	ability to listen for and identify dialect.  ability to listen for and identify the use of formal and informal language (e.g., Good morning vs. Hey!).  limited ability to listen for and identify social and academic language.	ability to listen for, identify, and use different dialects in oral communication.  ability to listen, identify, and distinguish between formal and informal language.  ability to listen for and identify social and academic language.

Achievement Indicators for Listening and Speaking  
Grade 2

Content Standard <b>7.0</b> (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
7.2.5 Actively listen to a speaker.	inability to actively listen to a speaker.	limited ability to actively listen to a speaker.	ability to actively listen to a speaker (e.g., eye contact, body language).	ability to actively listen and responds appropriately to a speaker.
Listen to and participate in conversations.	ability to listen for a short time.  limited ability to actively participate in conversations.	limited ability to listen to and participate in conversations (e.g., head nod, inconsistent eye contact).	ability to listen to and participate in conversations (e.g., appropriate response, eye contact).	ability to listen to, participate, and make personal connections in conversation.

Achievement Indicators for Listening and Speaking  
Grade 2

Content Standard <b>8.0</b> Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
8.2.1 Give directions to complete tasks.  Ask questions to clarify directions.	limited ability to give single-step directions to complete tasks.  limited ability to ask questions.	ability to give clear single-step, but unclear multi-step directions to complete tasks.  ability to ask simple questions	ability to give directions to complete tasks.  ability to ask questions to clarify directions.	ability to give concise multi-step directions to complete a task.  ability to restate directions for clarification.
8.2.2 Use precise language to describe <ul style="list-style-type: none"> <li>• feelings</li> <li>• experiences</li> <li>• observations</li> <li>• ideas</li> </ul> <b>With assistance</b> , apply Standard English to communicate ideas.	limited ability to use language to describe feelings, experiences, and observations.  limited ability to identify Standard English (e.g., playground language/school language).	ability to use limited language to describe feelings, experiences, observations, and ideas (e.g., nice, good, bad, cool).  limited ability recall Standard English to communicate ideas.	ability to use precise language to describe feelings, experiences, observations, and ideas.  limited ability to apply Standard English to communicate ideas.	ability to use precise language and supporting details to describe feelings, experiences, observations, and ideas.  ability to apply Standard English to communicate and clarify ideas.
8.2.3 Speak clearly with prosody.  <b>With assistance</b> , use public speaking techniques to deliver presentations with appropriate <ul style="list-style-type: none"> <li>• volume</li> <li>• eye contact</li> <li>• enunciation</li> <li>• posture</li> <li>• expressions</li> <li>• audience</li> <li>• purpose</li> </ul>	ability to speak clearly with loudness.  limited ability to use public speaking techniques to deliver presentations with appropriate volume, and eye contact.	ability to speak clearly with loudness and rhythm.  limited ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact, enunciation, posture, and expressions.	ability to speak clearly with pitch, loudness, tempo, rhythm (e.g., prosody).  limited ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact, enunciation, posture, expressions, audience, and purpose.	ability to speak clearly with prosody and body language to convey a message.  ability to use public speaking techniques to deliver presentations with appropriate volume, eye contact, enunciation, posture, expressions, audience, and purpose.

Achievement Indicators for Listening and Speaking  
Grade 2

Content Standard <b>8.0</b> Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Communicate information by maintaining a clear focus.	limited ability to communicate in a complete sentence with a complete thought.	ability to communicate in a complete sentence with a complete thought.  limited ability to communicate information while staying on topic.	ability to communicate in a complete sentence with a complete thought.  ability to communicate information that maintains a clear focus.	ability to communicate complete sentences with a complete thought.  ability to communicate information that maintains a clear focus and includes a lot of details.
<b>With assistance</b> , communicate information in a logical sequence.	inability to communicate information that follows a logical sequence.	limited ability to communicate information in a logical sequence when given a format.	limited ability to communicate information in a logical sequence.	ability to communicate information in a logical sequence.
Communicate statements that express an opinion.	limited ability to distinguish between fact and opinion.  inability to communicate using statements (e.g. student uses words and/or phrases to express thoughts).	limited ability to distinguish between fact and opinion.  limited ability to communicate statements.	limited ability to distinguish between fact and opinion.  ability to communicate statements that express an opinion.	ability to distinguish between fact and opinion.  ability to justify opinion presented.

Achievement Indicators for Listening and Speaking  
Grade 2

Content Standard <b>8.0</b> (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>8.2.4 Participate in group discussions following the turn-taking process.</p> <p>Ask relevant questions to clarify and gather information.</p>	<p>limited ability to participate in group discussions.</p> <p>limited ability to follow the turn-taking process when given an external stimulus (e.g., pass a ball, talking stick).</p> <p>limited ability to ask relevant questions.</p>	<p>ability to participate in group discussions.</p> <p>limited ability to follow the turn-taking process.</p> <p>ability to ask relevant questions to clarify, but not gather new information.</p>	<p>ability to participate in group discussions following the turn-taking process.</p> <p>ability to ask relevant questions to clarify and gather information.</p>	<p>ability to participate and lead group discussions following and modeling the turn-taking process.</p> <p>ability to ask relevant questions to clarify and gather information to construct <u>meaning</u>.</p>
<p>8.2.5 Demonstrate phonemic awareness of spoken words through matching.</p> <ul style="list-style-type: none"> <li>• isolating</li> <li>• blending</li> <li>• segmenting</li> <li>• deleting</li> <li>• substituting</li> </ul>	<p>limited ability to match, isolate, and blend sounds within spoken words.</p> <p>inability to segment, delete, and substitute spoken words.</p>	<p>ability to match, isolate, and blend sounds within spoken words.</p> <p>limited ability to complete tasks of segmenting, deleting, and substituting phonemes.</p>	<p>ability to match beginning, middle, or ending sounds.</p> <p>ability to isolate the beginning and ending sounds.</p> <p>ability to blend segmented words.</p> <p>ability to segment blended words.</p> <p>ability to delete phonemes.</p> <p>ability to substitute phonemes.</p>	<p>ability to demonstrate phonemic awareness.</p>