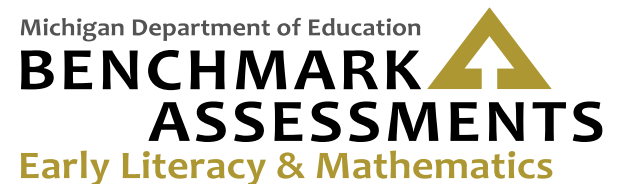




# ENGLISH LANGUAGE ARTS (ELA)

Performance Level Descriptors Grade 2



Range Performance Level Descriptors			
Standard	Needs Support	Demonstrates Proficiency	Demonstrates Mastery
	The student's performance is not yet proficient and indicates a minimal or partial understanding and application of key academic content standards defined for Michigan students. The student needs intervention and support to improve achievement.	The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.	The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
Reading Literary Text			
	<b>A student at this level</b>	<b>A student at this level</b>	<b>A student at this level</b>
2.RL.1	<ul style="list-style-type: none"> <li>asks or answers questions such as who, what, where, when, why, and how in order to demonstrate partial understanding about key details in literary texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions such as who, what, where, when, why, and how in order to demonstrate understanding of key details in literary texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers complex questions about key details in literary texts of moderate-to-high complexity.</li> </ul>
2.RL.2	<ul style="list-style-type: none"> <li>recounts literary texts, including fables and folktales from diverse cultures, of low complexity by identifying a minimal number of key details and determining a simple central message, lesson, or moral.</li> </ul>	<ul style="list-style-type: none"> <li>recounts literary texts, including fables and folktales from diverse cultures, of low-to-moderate complexity and determines the central message, lesson, or moral.</li> </ul>	<ul style="list-style-type: none"> <li>recounts literary texts, including fables and folktales from diverse cultures, of moderate-to-high complexity and determines the stated or implied central message, lesson, or moral.</li> </ul>
2.RL.3	<ul style="list-style-type: none"> <li>identifies explicit actions of characters in literary texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>describes how characters in literary texts of low-to-moderate complexity respond to major events and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>describes how characters in literary texts of moderate-to-high complexity respond to major and minor events and challenges.</li> </ul>
2.RL.4	<ul style="list-style-type: none"> <li>identifies words and phrases that supply rhythm or meaning to literary texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>describes how words and phrases supply rhythm and meaning to literary texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>describes how words and phrases supply rhythm and meaning to literary texts of moderate-to-high complexity.</li> </ul>
2.RL.5	<ul style="list-style-type: none"> <li>identifies the overall structure of literary texts of low complexity, including minimal information about the beginning and/or ending of the text.</li> </ul>	<ul style="list-style-type: none"> <li>describes the overall structure of literary texts of low-to-moderate complexity, including how the beginning introduces the story and how the ending concludes the action.</li> </ul>	<ul style="list-style-type: none"> <li>describes the overall structure of literary texts of moderate-to-high complexity, including how the beginning introduces the story and how the ending concludes the action.</li> </ul>

2.RL.6	<ul style="list-style-type: none"> <li>identifies or describes the points of view of characters in literary texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes the points of view of characters in literary texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>distinguishes the points of view of characters in literary texts of moderate-to-high complexity.</li> </ul>
2.RL.7	<ul style="list-style-type: none"> <li>uses information gained from illustrations and words in print to inconsistently identify characters, setting, or plot in literary texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>uses information gained from illustrations and words in print to understand characters, setting, or plot in literary texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>uses stated or implied information gained from illustrations and words in print to understand characters, setting, or plot in literary texts of moderate-to-high complexity.</li> </ul>
2.RL.9	<ul style="list-style-type: none"> <li>identifies a difference or similarity between two versions of the same story of low complexity by different authors or from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts two versions of the same story of low-to-moderate complexity by different authors or from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts two versions of the same story of moderate-to-high complexity by different authors or from different cultures.</li> </ul>
2.RL.10	<ul style="list-style-type: none"> <li>by the end of the year, reads and comprehends literature in the grades 2–3 text complexity band, with scaffolding as needed at the low end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>by the end of the year, reads and comprehends literature in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>by the end of the year, reads and comprehend literatures in the grades 2–3 text complexity band proficiently, with minimal scaffolding as needed at the high end of the range.</li> </ul>

**Reading Informational Text**

	<b>A student at this level</b>	<b>A student at this level</b>	<b>A student at this level</b>
2.RI.1	<ul style="list-style-type: none"> <li>asks or answers questions such as who, what, where, when, why, and how in order to demonstrate partial understanding of informational texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers questions such as who, what, where, when, why, and how in order to demonstrate understanding of key details in informational texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>asks and answers complex questions to demonstrate a thorough understanding of informational texts of moderate-to-high complexity.</li> </ul>
2.RI.2	<ul style="list-style-type: none"> <li>identifies the explicitly stated main topic of a multiparagraph text of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>identifies the main topic of a multiparagraph text of low-to-moderate complexity and the main topics of specific paragraphs within informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>determines the stated or implied main topic of a multiparagraph text of moderate-to-high complexity and the main topics of specific paragraphs within informational texts.</li> </ul>
2.RI.3	<ul style="list-style-type: none"> <li>identifies simple connections between events, ideas, concepts, or steps in a procedure in informational texts of low complexity, including historical events,</li> </ul>	<ul style="list-style-type: none"> <li>describes connections between events, ideas, concepts, or procedural steps in informational texts of low-to-moderate complexity, including</li> </ul>	<ul style="list-style-type: none"> <li>describes complex connections between events, ideas, concepts, or procedural steps in informational texts of moderate-to-high complexity, including</li> </ul>

	scientific ideas or concepts, or technical procedures.	historical events, scientific ideas or concepts, or technical procedures.	historical events, scientific ideas or concepts, or technical procedures.
2.RI.4	<ul style="list-style-type: none"> <li>determines the meanings of simple words and phrases in informational texts of low complexity relevant to a grade 2 topic or subject area.</li> </ul>	<ul style="list-style-type: none"> <li>determines the meanings of words and phrases in informational texts of low-to-moderate complexity relevant to a grade 2 topic or subject area.</li> </ul>	<ul style="list-style-type: none"> <li>determines the meanings of complex words and phrases in informational texts of moderate-to-high complexity relevant to a grade 2 topic or subject area.</li> </ul>
2.RI.5	<ul style="list-style-type: none"> <li>inconsistently uses various text features to locate key facts or information in informational texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>knows and uses various text features to locate key facts or information in informational texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>knows and uses various text features to locate key facts or information in informational texts of moderate-to-high complexity.</li> </ul>
2.RI.6	<ul style="list-style-type: none"> <li>identifies the stated main purpose of an informational text of low complexity, including what the author wants to answer, explain, or describe.</li> </ul>	<ul style="list-style-type: none"> <li>identifies the main purpose of an informational text of low-to-moderate complexity, including what the author wants to answer, explain, or describe.</li> </ul>	<ul style="list-style-type: none"> <li>determines the stated or implied main purpose of an informational text of moderate-to-high complexity, including what the author wants to answer, explain, or describe.</li> </ul>
2.RI.7	<ul style="list-style-type: none"> <li>explains how simple images are related to or clarify informational texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>explains how specific images contribute to and clarify informational texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>explains how specific images contribute to, clarify, or enhance informational texts of moderate-to-high complexity.</li> </ul>
2.RI.8	<ul style="list-style-type: none"> <li>describes how reasons support specific points the author explicitly makes in informational texts of low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>describes how reasons support specific points the author makes in informational texts of low-to-moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>describes how reasons support specific points the author makes, either explicitly or implicitly, in informational texts of moderate-to-high complexity.</li> </ul>
2.RI.9	<ul style="list-style-type: none"> <li>identifies a difference or similarity between the most important points presented in two informational texts of low complexity on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts the most important points presented in two informational texts of low-to-moderate complexity on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts the most important points presented in two informational texts of moderate-to-high complexity on the same topic.</li> </ul>
2.RI.10	<ul style="list-style-type: none"> <li>by the end of the year, reads and comprehends informational texts in the grades 2–3 text complexity band, with scaffolding as needed at the low end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>by the end of the year, reads and comprehends informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>by the end of the year, reads and comprehends informational texts in the grades 2–3 text complexity band proficiently, with minimal scaffolding as needed at the high end of the range.</li> </ul>

<b>Reading Foundational Skills</b>			
2.RF.3	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>• uses grade-level phonics and word analysis skills inconsistently in decoding words by               <ul style="list-style-type: none"> <li>○ identifying long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ knowing spelling-sound correspondences for common vowel teams.</li> <li>○ decoding simple regularly spelled two-syllable words with long vowels.</li> <li>○ decoding words with common prefixes and suffixes.</li> <li>○ identifying words with inconsistent but common spelling-sound correspondences.</li> <li>○ recognizing and reading a minimal number of simple irregularly spelled words.</li> </ul> </li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>• knows and applies grade-level phonics and word analysis skills in decoding words by               <ul style="list-style-type: none"> <li>○ distinguishing long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ knowing spelling-sound correspondences for additional common vowel teams.</li> <li>○ decoding regularly spelled two-syllable words with long vowels.</li> <li>○ decoding words with common prefixes and suffixes.</li> <li>○ identifying words with inconsistent but common spelling-sound correspondences.</li> <li>○ recognizing and reading grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>• consistently knows and applies grade-level phonics and word analysis skills in decoding words by               <ul style="list-style-type: none"> <li>○ distinguishing long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ knowing spelling-sound correspondences for additional common vowel teams.</li> <li>○ decoding regularly spelled two-syllable words with long vowels.</li> <li>○ decoding words with common prefixes and suffixes.</li> <li>○ identifying words with inconsistent but common spelling-sound correspondences.</li> <li>○ recognizing and reading grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>
<b>Writing</b>			
2.W.1	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>• writes opinion pieces by inconsistently introducing the topic or book being written about, stating an opinion, using linking words to loosely connect opinions and reasons, and providing an ineffective concluding statement or section.</li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>• writes opinion pieces by introducing the topic or book being written about, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinions and reasons, and providing a concluding statement or section.</li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>• writes opinion pieces by consistently introducing the topic or book being written about, stating a strong opinion, supplying relevant reasons that support the opinion, using linking words to connect opinions and reasons, and providing an effective concluding statement.</li> </ul>

2.W.2	<ul style="list-style-type: none"> <li>writes informative/explanatory texts by inconsistently naming the topic, using somewhat relevant or irrelevant facts to attempt to develop points, and providing an ineffective concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>writes informative/explanatory texts by introducing the topic, using facts and definitions to develop points, and providing a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>writes informative/explanatory texts by consistently introducing the topic, using relevant facts and definitions to develop points, and providing an appropriate concluding statement or section.</li> </ul>
2.W.3	<ul style="list-style-type: none"> <li>writes narratives by inconsistently recounting a simple event or sequence of events, including details to describe actions, thoughts, or feelings, using appropriate temporal words to signal event order, and providing a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>writes narratives by recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>writes narratives by consistently recounting a well-elaborated event or clear sequence of events, including vivid details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing an appropriate sense of closure.</li> </ul>
2.W.5	<ul style="list-style-type: none"> <li>uses guidance and support to focus on a simple topic and attempts to strengthen writing by revising and editing.</li> </ul>	<ul style="list-style-type: none"> <li>uses guidance and support to focus on a topic and strengthens writing by revising and editing.</li> </ul>	<ul style="list-style-type: none"> <li>uses guidance and support to focus on a complex topic and consistently strengthens writing by revising and editing.</li> </ul>
2.W.6	<ul style="list-style-type: none"> <li>uses guidance and support to use digital tools to attempt to produce and publish writing, including collaboration with peers.</li> </ul>	<ul style="list-style-type: none"> <li>uses guidance and support to use a variety of digital tools to produce and publish writing, including collaboration with peers.</li> </ul>	<ul style="list-style-type: none"> <li>uses minimal guidance and support to use a variety of digital tools to produce and publish writing, including collaboration with peers.</li> </ul>
2.W.8	<ul style="list-style-type: none"> <li>inconsistently recalls information from experiences or gathers irrelevant information from provided sources in an attempt to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>recalls information from experiences or gathers information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>consistently recalls information from experiences or gathers relevant information from provided sources to answer a question.</li> </ul>

**Language**

2.L.1	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates a limited command of the conventions of standard English grammar and usage when writing or speaking by inconsistently <ul style="list-style-type: none"> <li>using a few collective nouns</li> <li>forming and using frequently occurring irregular plural nouns.</li> </ul> </li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates a command of the conventions of standard English grammar and usage when writing or speaking by <ul style="list-style-type: none"> <li>using collective nouns.</li> <li>forming and using frequently occurring irregular plural nouns.</li> </ul> </li> </ul>	<p><b>A student at this level</b></p> <ul style="list-style-type: none"> <li>demonstrates a command of the conventions of standard English grammar and usage when writing or speaking by consistently <ul style="list-style-type: none"> <li>using collective nouns.</li> <li>forming and using frequently occurring irregular plural nouns.</li> </ul> </li> </ul>
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<p>2.L.2</p>	<ul style="list-style-type: none"> <li>○ using some reflexive pronouns.</li> <li>○ forming and using the past tense of simple irregular verbs.</li> <li>○ using adjectives and adverbs, choosing between them depending on what is to be modified.</li> <li>○ producing basic, simple, and compound sentences.</li> </ul> <ul style="list-style-type: none"> <li>● demonstrates a limited command of the conventions of standard English capitalization, punctuation, and spelling when writing by inconsistently <ul style="list-style-type: none"> <li>○ capitalizing holidays, product names, and geographic names.</li> <li>○ using commas in greetings and closings of letters.</li> <li>○ using apostrophes to form contractions and some frequently occurring possessives.</li> <li>○ consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ using reflexive pronouns.</li> <li>○ forming and using the past tense of frequently occurring irregular verbs.</li> <li>○ using adjectives and adverbs, choosing between them depending on what is to be modified.</li> <li>○ producing, expanding, and rearranging complete simple and compound sentences.</li> </ul> <ul style="list-style-type: none"> <li>● demonstrates a command of the conventions of standard English capitalization, punctuation, and spelling when writing by <ul style="list-style-type: none"> <li>○ capitalizing holidays, product names, and geographic names.</li> <li>○ using commas in greetings and closings of letters.</li> <li>○ using apostrophes to form contractions and frequently occurring possessives.</li> <li>○ consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ using reflexive pronouns.</li> <li>○ forming and using the past tense of frequently occurring irregular verbs.</li> <li>○ using adjectives and adverbs, choosing between them depending on what is to be modified.</li> <li>○ producing, expanding, and rearranging complete simple and compound sentences.</li> </ul> <ul style="list-style-type: none"> <li>● demonstrates a command of the conventions of standard English capitalization, punctuation, and spelling when writing by consistently <ul style="list-style-type: none"> <li>○ capitalizing holidays, product names, and geographic names.</li> <li>○ using commas in greetings and closings of letters.</li> <li>○ using apostrophes to form contractions and frequently occurring possessives.</li> <li>○ consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> </ul>
<p>2.L.3</p>	<ul style="list-style-type: none"> <li>● uses limited knowledge of language and its conventions when writing, speaking, reading, or listening by inconsistently comparing formal and informal uses of English.</li> </ul>	<ul style="list-style-type: none"> <li>● uses knowledge of language and its conventions when writing, speaking, reading, or listening by comparing formal and informal uses of English.</li> </ul>	<ul style="list-style-type: none"> <li>● uses knowledge of language and its conventions when writing, speaking, reading, or listening by consistently comparing formal and informal uses of English.</li> </ul>

2.L.4	<ul style="list-style-type: none"> <li>● determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on simple grade 2 reading and content, choosing from limited strategies by inconsistently             <ul style="list-style-type: none"> <li>○ using explicitly stated context to determine the meaning of a word or phrase.</li> <li>○ determining the meaning of the new word formed when a known prefix is added to a known word.</li> <li>○ using a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>○ using knowledge of the meaning of simple words to predict the meaning of compound words.</li> <li>○ using glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies by             <ul style="list-style-type: none"> <li>○ using sentence-level context as a clue to the meaning of a word or phrase.</li> <li>○ determining the meaning of the new word formed when a known prefix is added to a known word.</li> <li>○ using a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>○ using knowledge of the meaning of individual words to predict the meaning of compound words.</li> <li>○ using glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on complex grade 2 reading and content, choosing flexibly from an array of strategies by consistently             <ul style="list-style-type: none"> <li>○ using sentence-level context as a clue to the meaning of a word or phrase.</li> <li>○ determining the meaning of the new word formed when a known prefix is added to a known word.</li> <li>○ using a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>○ using knowledge of the meaning of individual words to predict the meaning of compound words.</li> <li>○ using glossaries and dictionaries to determine or clarify the meaning of words and phrases.</li> </ul> </li> </ul>
2.L.5	<ul style="list-style-type: none"> <li>● demonstrates understanding of word relationships and nuances in word meanings by inconsistently             <ul style="list-style-type: none"> <li>○ identifying real-life connections between words and their uses.</li> <li>○ distinguishing shades of meaning among closely related verbs and closely related adjectives.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● demonstrates understanding of word relationships and nuances in word meanings by             <ul style="list-style-type: none"> <li>○ identifying real-life connections between words and their uses.</li> <li>○ distinguishing shades of meaning among closely related verbs and closely related adjectives.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● demonstrates understanding of word relationships and nuances in word meanings by consistently             <ul style="list-style-type: none"> <li>○ identifying real-life connections between words and their uses.</li> <li>○ distinguishing shades of meaning among closely related verbs and closely related adjectives.</li> </ul> </li> </ul>