

1. Listening

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, supported by simplified speech, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete multi-step grade-level tasks.
6. Respond appropriately to short, simply phrased questions about familiar topics.	6. Respond appropriately to grade-level questions that contain simple language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures.	6. Respond appropriately to grade-level questions that contain complex language structures.	6. Respond appropriately to a variety of factual and inferential grade-level questions and prompts.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about familiar topics by attending to the speaker nonverbally, making eye contact and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic interactions by asking on-topic questions.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to clarify and understand, and retelling.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete grade-level content-specific vocabulary about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 2

	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar					
4.	Use appropriate word order in modeled short phrases, highly patterned statements, and questions, with visual support.	4. Use appropriate word order in simple statements and questions, with visual support.	4. Use appropriate word order in simple and compound statements and questions, with visual support.	4. Use appropriate word order in complete and correct statements and questions, with support.	4. Use appropriate word order in complete and correct declarative, interrogative, imperative, and exclamatory sentences, with minimal support.
5.	Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use subject-verb agreement in simple and compound statements and questions, with visual support.	5. Use subject-verb agreement in a variety of statements and questions, with support.	5. Use singular subjects with singular verbs and plural subjects with plural verbs, with minimal support.
6.	Use present tense of common verbs, with modeling and visual support.	6. Use verb tenses to indicate present and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
7.	Use simple transitional words to communicate a message, with visual support.	7. Use basic transitional words among sentences to communicate a logical message, with visual support.	7. Use grade-level transitional words and phrases to communicate a cohesive and logical message, with visual text support.	7. Use grade-level transitional words and phrases to create cohesive and logical messages, with occasional support.	7. Use a variety of grade-level transitions to communicate cohesive and logical messages and presentations, with minimal support.
Pronunciation, Intonation					
8.	Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and multimedia support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and multimedia support.	8. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes, using appropriate non-verbal techniques to enhance communication, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas including stating a position and supporting it with reasons, with support such as sentence stems and sentence frames.	9. Express personal information and ideas including delivering oral presentations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	10. Express opinions and feelings using simple sentences, with support such as modeling, props, and visual cues.	10. Express opinions and feelings including stating a position and supporting it with reasons, with support of sentence stems and sentence frames.	10. Express opinions and feelings while engaging in one-on-one and small group discussions, with support such as modeling and prompting for additional detail.	10. Express opinions and feelings while engaging in a variety of discussions, with minimal support.
11. Express needs and wants using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple sentences, with support such as restating modeled sentences, props, and visual cues.	11. Express needs and wants, including a reason, with support such as props, sentence stems, and sentence frames.	11. Express needs and wants, including multiple reasons, with support such as modeling and prompting for additional detail.	11. Express needs and wants, including multiple reasons using appropriate verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain familiar grade-level academic procedures using single words or short phrases, with support.	12. Explain grade-level academic procedures using sentences, with support.	12. Explain grade-level two-step academic procedures using complex sentences, with support.	12. Explain grade-level multi-step academic procedures using complex sentences, with occasional support.	12. Explain grade-level multi-step academic procedures using complex language structures, with minimal support.
13. Retell events, stories, and experiences using pictures, words, and short phrases, with support.	13. Retell events, stories, and experiences using simple sentences, with support.	13. Retell events, stories and experiences using sentences, with support.	13. Retell the main idea and details of events, stories, and experiences using multiple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences using grade-level language structures, with minimal support.
14. Describe attributes of people, places, and things using simple words and short phrases, and basic adjectives, with support.	14. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things using sentences, with support.	14. Describe and compare factual attributes and characteristics of people, places, and things using multiple sentences, with occasional support.	14. Describe and compare factual and implied attributes and characteristics of people, places, and things using grade-level language structures, with minimal support.
15. Express predictions of future events using simple words and short phrases, with support.	15. Express predictions and future events using phrases and simple sentences, with support.	15. Express predictions, probability, and future events using sentences, with support.	15. Express predictions, probability, and future events using multiple sentences, with occasional support.	15. Express predictions, probability, and future events using grade-level language structures, with minimal support.
16. Express cause-effect relationships using simple words or phrases, with pictures or graphic organizers for support.	16. Express cause-effect relationships using phrases and simple sentences, including because, with support.	16. Express cause-effect relationships using sentences, including because and if/then statements, with support.	16. Express cause-effect relationships using multiple sentences, including because, so, and if/then statements, with occasional support.	16. Express cause-effect relationships using signal words and grade-level language structures, with minimal support.

2. Speaking

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, to participate in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including register, in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain basic information and clarify academic content, with support.	18. Ask questions to gain information and clarify academic content, with occasional support.	18. Ask a variety of questions to gain information and clarify academic content, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sounds, with support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with support.	2. Identify grade-level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
3. Identify rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Identify and produce rhyming words in a sentence, with support.	3. Identify onsets and rimes in spoken words, with occasional support.	3. Manipulates onsets and rimes in spoken words and syllables, with minimal support.
Vocabulary and Symbols				
4. Determine the meaning of cognates, new vocabulary, and environmental print by examining illustrations, with support.	4. Determine the meaning of new vocabulary by using context clues, with support.	4. Use context to determine the meanings of words by using dictionaries and textbook glossaries, with support.	4. Determine the meanings of unknown words by re-reading, using context clues, and reading on, with occasional support.	4. Determine the meaning of grade-level vocabulary by using effective strategies, with minimal support.
5. Classify and categorize words into sets and groups, with support.	5. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support.	5. Identify and explain common antonyms, synonyms, and homophones, with support.	5. Identify and classify common words into conceptual categories to determine the meaning of grade-level vocabulary, with occasional support.	5. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with minimal support.
6. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	6. Use word structure to determine meanings of words including grade-appropriate compound words, with support.	6. Use word structure to determine meanings of words, including base words, inflectional endings and contractions, with support.	6. Use word structure to determine meanings of words including grade-appropriate base words and inflectional endings, with occasional support.	6. Use grade appropriate word structure to determine meanings of words, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and features of texts, including sentences and short, simplified paragraphs, with support.	7. Identify the organization and formats of grade-level texts, including sentences, paragraphs, and personal letters, with support.	7. Identify the organization and forms of grade-level texts including dialogues and poems, with support.	7. Identify the organization and formats of grade-level texts, including newspapers and articles, with occasional support.	7. Identify the organization and formats of texts and their purposes, with minimal support.
8. Identify the organizational structure of words and phrases in short, simplified informational text, with support.	8. Identify the organizational structure of short informational text, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with occasional support.	8. Identify and analyze the organization of texts, with minimal support.
9. Identify important facts in short, simplified informational text, with support.	9. Identify the topic and important facts in simplified informational text, with support.	9. Identify and explain the main idea and factual supporting details in simplified informational text, with support.	9. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	9. Summarize or paraphrase the text or a portion of the text, with minimal support.
10. Identify elements of familiar narrative texts including characters, setting, and events, with support.	10. Identify and explain the elements of a familiar narrative text, including the problem, the sequence of events, and the solution to the problem, with support.	10. Identify and explain elements of an unfamiliar narrative text, including problem and solution, with support.	10. Identify and explain elements of unfamiliar narrative text, including problem and solution, with occasional support.	10. Identify and explain relationships between and among characters, with minimal support.
11. Follow short, simple written directions, with support.	11. Follow short, simple, two-step written directions and prompts, with support.	11. Follow simple multi-step written directions and prompts, with support.	11. Follow multi-step written directions and procedures, with occasional support.	11. Follow multi-step written directions and procedures, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes, with minimal support.	13. Use grade-level punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	16. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	16. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	16. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environment print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meaning of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	19. After reading, respond to simplified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in short paragraphs, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns in short paragraphs, with minimal support.
2. Use verbs to express action or state of being by drawing and labeling, with support.	2. Use verbs and helping verbs to express action and state of being in phrases and sentence frames, with support.	2. Use grade-level verbs and helping verbs in sentences, with support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with occasional support.	2. Use grade-level verbs and helping verbs in simple paragraphs, with minimal support.
3. Use adjectives by drawing and labeling, with support.	3. Use articles and adjectives in phrases and sentence frames, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in sentences, with support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with occasional support.	3. Use articles, quantifiers, determiners, and grade-level adjectives and adverbs in simple paragraphs, with minimal support.
4. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	4. Use basic words to indicate direction, time, sequence, and location in phrases and sentence frames, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with occasional support.	4. Use grade-level words to indicate direction, time, sequence, and location in simple paragraphs, with minimal support.
5. Use basic phrasal verbs by matching pictures to text, with support.	5. Use basic phrasal verbs in phrases and sentence frames, with support.	5. Use idioms and grade-level multiple-meaning words, with support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with occasional support.	5. Use idioms, figurative expressions, and grade-level multiple-meaning words, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
6. Use correct word order in modeled short phrases and highly patterned statements, with support.	6. Use correct word order to compose complete modeled statements, with support.	6. Use correct word order in simple and compound statements, with support.	6. Use correct word order in simple and compound sentences, with occasional support.	6. Compose complete correct simple and compound declarative, imperative, and exclamatory sentences, with minimal support.
7. Use correct word order in modeled yes/no and choice questions, with support.	7. Use correct word order to compose complete modeled yes/no and choice questions, with support.	7. Use correct word order in yes/no, choice and modeled tag questions, and complete modeled simple and compound interrogatives, with support.	7. Use correct word order in yes/no, choice, and tag questions, and interrogatives, with occasional support.	7. Compose complete correct yes/no, choice, and tag questions, and interrogatives, with minimal support.
8. Use subject-verb agreement in highly patterned simple statements, with support.	8. Use subject-verb agreement in simple statements and questions, with support.	8. Use subject-verb agreement in simple and compound statements and questions, with support.	8. Use subject-verb agreement in a variety of statements and questions, with occasional support.	8. Use correct subject-verb agreement in a variety of sentences, with minimal support.
9. Use present and present progressive tenses of common verbs in highly patterned simple statements, with support.	9. Use past, present and present progressive tenses of common verbs in phrases and sentence frames, with support.	9. Use past, present and future tenses of regular and common irregular verbs, with support.	9. Use past, present and future tenses of regular and irregular verbs, with occasional support.	9. Apply consistent and appropriate use of verb tenses, with minimal support.
10. Use basic transitional words in a sentence to create a message, with support.	10. Use basic transitional words among sentences to create a logical message, with support.	10. Use grade-level transitional words and phrases among sentences to create a cohesive and logical message, with support.	10. Use grade-level transitional words and phrases within and among sentences to create cohesive and logical messages, with occasional support.	10. Use a variety of grade-level transitions within and among sentences to create cohesive and logical messages, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
11. Use end punctuation, with support.	11. Use grade-level end punctuation, with support.	11. Use grade-level end punctuation and commas, with support.	11. Use grade-level punctuation, with occasional support.	11. Use grade-level punctuation consistently, with minimal support.
12. Use capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences, names, and the pronoun <i>I</i> , with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with support.	12. Use grade-level capitalization, including capital letters to begin sentences and to identify proper nouns, with occasional support.	12. Use grade-level capitalization, with minimal support.
13. Spell grade-level high-frequency words and words that follow regular spelling patterns, with support.	13. Spell grade-level high-frequency words, words that follow regular spelling patterns, and words with simple prefixes, with support.	13. Spell grade-level words, including words with simple prefixes, suffixes, and inflectional endings, with support.	13. Spell grade-level words, including non-phonetic high-frequency words and grade-level appropriate pattern words, with support.	13. Apply conventional grade-level spelling, with minimal support.
Personal Information				
14. Use words, phrases, and simple sentences to express personal information and ideas, with support.	14. Use sentences to express personal information and ideas in journals, with support.	14. Use sentences and simple paragraphs to express personal information and ideas in short narratives, with support.	14. Write to express personal information and ideas using a variety of forms such as journals, narrative, and letters, with occasional support.	14. Express personal information and ideas, using a variety of forms such as journals, narratives, and letters, with minimal support.
15. Express opinions and feelings, using words, phrases, and sentences, with support.	15. Express opinions and feelings with relevant reasons, using complete sentences, with support.	15. Express opinions and feelings with relevant reasons, using sentences and simple paragraphs, with support.	15. Express opinions and feelings using relevant reasons, with support.	15. Express opinions and feelings using significant, relevant reasons, with minimal support.

4. Writing

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Explain grade-level academic procedures using single words, short phrases, and/or illustrations, with support.	16. Explain grade-level academic procedures using simple sentences, with support.	16. Explain two-step academic procedures using a variety of sentences, with support.	16. Explain multi-step academic procedures using details in a simple paragraph, with support.	16. Explain multi-step academic procedures using grade-level language structures, with minimal support.
17. Write narrative text using single words, short phrases, and/or illustrations, with support.	17. Write narrative text using simple sentences, with support.	17. Write narrative text using details in sentences, with support.	17. Write narrative text in a simple paragraph using details in sentences, with occasional support.	17. Write simple narrative text using details in sentences, with minimal support.
18. Describe attributes of people, places, and things using basic adjectives and short phrases, with support.	18. Describe and compare attributes of people, places, and things using adjectives in phrases and simple sentences.	18. Describe and compare attributes and characteristics of people, places, and things in short paragraphs, with support.	18. Describe and compare factual attributes and characteristics of people, places and things using sensory words and details, with occasional support.	18. Describe by using sensory details and vivid language, with minimal support.
19. Express predictions and future events using single words, short phrases, and/or illustrations, with support.	19. Express predictions and future events using phrases and simple sentences, with support.	19. Express predictions and future events using compound sentences, with support.	19. Express predictions, probability, and future events using a variety of sentences, with occasional support.	19. Express predictions, probability and future events using grade-level language structures in a paragraph, with minimal support.
20. Express cause-effect relationships using single words or phrases, with support.	20. Express cause-effect relationships in phrases and sentences, with support.	20. Express cause-effect relationships using signal words, with support.	20. Express cause-effect relationships using signal words and phrases, with occasional support.	20. Express cause-effect relationships in a simple paragraph using appropriate signal words or phrases, with minimal support.
21. Summarize short passages of speech or text using words, phrases, or illustrations, with support.	21. Summarize short passages of speech or text using phrases and sentences, with support.	21. Summarize and paraphrase short passages of speech or text, with support.	21. Summarize and paraphrase short passages of speech or text using examples, with occasional support.	21. Summarize and paraphrase information from various sources, with minimal support.