Performance Level Descriptors (PLDs) *for* Grade 2 Reading

The PLDs describe what students can typically do if they are *on or above grade level* in reading or if they are *below grade level* in reading. Skills typically held by students who are *below grade level* are shown in the first column. Students who are *on or above grade level* are also expected to have these skills, plus the skills shown in the second column. A student does *not* necessarily need to demonstrate all the listed skills to be classified as *on or above grade level*. Instead, these statements illustrate the knowledge and skills expected of grade 2 students who are on track to be *on or above grade level* in reading in grade 3.

		Below Grade Level	**On or Above Grade Level**
		Students in this level need support to become on-track to be *on or above grade level* in reading in grade 3. They typically have partial understanding of the current grade's reading content standards and are building the skills needed to read at grade-level.	Students in this level are on-track to be *on or above grade level* in reading in grade 3. They have sufficient understanding of the current grade's reading content standards and are on track to be *on or above grade level* in reading in grade 3.
Standard #	**Standard**	**Students at this level…**	**Students at this level…**
2.RL.RR.9/ 2.RI.RR.19	By the end of the year, read and comprehend literature, including stories and poetry, and informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	with scaffolding and support, read and comprehend literature and informational texts in the Grade 2 text complexity band.	read and comprehend literature and informational texts proficiently in the Grade 2 text complexity band.
2.RL.KI.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	with support, ask and answer some questions (i.e., *who, what, where, when*) about important details of the text and attempt other questions (i.e., *why, how*).	ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. make inferences about the main idea and supporting details of a narrative text.

	a. Infer the main idea and supporting details in narrative texts.	identify a main idea or supporting detail when explicitly stated in the text.	
2.RL.KI.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	retell stories with some details about characters, setting, or actions.	use the most important details to recount stories from diverse cultures and identify their central message, lesson, or moral.
2.RL.KI.3	Describe how characters in a story respond to major events and challenges.	identify story characters' responses to major events and/or challenges; and with support, describes these responses.	describes how story characters respond to major events and challenges.
2.RL.CS.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	identify the words and phrases that supply rhythm and meaning in a story, poem, or song; and with support, describes how these words and phrases supply rhythm and meaning.	describe how words and phrases supply rhythm and meaning in a story, poem, or song.
2.RL.CS.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	identify the beginning and ending of a story; and with support, describe the purpose of the beginning and the ending of the story.	describe the structure of a story, including the purpose of the beginning and ending of the story.
2.RL.CS.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	with support, acknowledge different points of view among characters.	acknowledge different points of view among characters by identifying the characteristics of characters' dialogue in a text.
2.RL.IK.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	attempt to use information from illustrations and words in a text to demonstrate an understanding of characters, setting, or plot.	use information from illustrations and words in a text to demonstrate an understanding of characters, setting, or plot.

2.RL.IK.8	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	attempt to compare or contrast two or more versions of the same story by different authors or from different cultures.	compare and contrast two or more versions of the same story by different authors or from different cultures.
2.RL.KI.10	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	with support, ask and answer some questions (i.e., *who, what, where, when*) about important details of the text, and attempt other questions (i.e., *why, how*).	ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
2.RI.KI.11	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	attempt to identify the main topic of a single-paragraph text, and attempt to identify the focus of specific paragraphs within a multi-paragraph text.	identify the main topic of a multiparagraph text and identify the focus of specific paragraphs within the text.
2.RI.KI.12	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	with support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	describe the connection (e.g., the sun gives light) between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.CS.13	Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*	with scaffolding or support can determine the meaning of words and/or phrases in a text relevant to a *Grade 2 topic or subject area.*	determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*
2.RI.CS.14	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	attempt to identify and use text features to locate key facts or information in a text.	identify and use text features to locate key facts or information in a text efficiently.
2.RI.CS.15	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	attempt to identify the main purpose of a text.	identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2.RI.IK.16	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	identify specific images, and, with support, explain how they contribute to and clarify the text.	identify specific images and explain how they contribute to and clarify the text.
2.RI.IK.17	Describe how reasons support specific points the author makes in a text.	identify the specific points an author makes and attempt to describe how reasons support the author's point.	identify the specific points an author makes; describe how reasons support the author's point.
2.RI.IK.18	Compare and contrast the most important points presented by two texts on the same topic.	attempt to compare or contrast the most important points presented by two texts on the same topic.	compare and contrast the most important points presented by two texts on the same topic.
2.RFS.PWR.20	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade appropriate irregularly spelled words.	attempt to know and apply grade-level phonics and word analysis skills in decoding words. a. attempt to distinguish long and short vowels when reading regularly spelled one-syllable words. b. attempt to know spelling-sound correspondences for additional common vowel teams. c. attempt to decode regularly spelled two-syllable words with long vowels. d. attempt to decode words with common prefixes and suffixes. e. attempt to identify words with inconsistent but common spelling-sound correspondences. f. attempt recognize and read grade appropriate irregularly spelled words.	know and apply grade-level phonics and word analysis skills in decoding words. a. distinguish long and short vowels when reading regularly spelled one-syllable words. b. know spelling-sound correspondences for additional common vowel teams. c. decode regularly spelled two-syllable words with long vowels. d. decode words with common prefixes and suffixes. e. identify words with inconsistent but common spelling-sound correspondences. f. recognize and read grade appropriate irregularly spelled words.

2.L.V.38	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	with support, determine or clarify the meaning of unknown and multiple-meaning words or phrases. a. attempt to use sentence-level context as a clue to the meaning of a word or phrase. b. attempt to determine the meaning of the new word formed when a known prefix is added to a known word. c. attempt to use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. attempt to use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. attempt to use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	determine or clarify the meaning of unknown and multiple-meaning words or phrases. a. use sentence-level context as a clue to the meaning of a word or phrase. b. determine the meaning of the new word formed when a known prefix is added to a known word. c. use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.V.39	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	Attempt to demonstrate understanding of word relationships and/or nuances in word meanings. a. Attempt to identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Attempt to distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).