Grade 2

	Performance Level Descriptors (PLDs)				
	Level 1	Level 2	Level 3	Level 4	
Policy Statement	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this levelof learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	
also be able to de		evious levels. A student would not n	mance level can do. A student who sco ecessarily demonstrate all the skills lis		
9	A student at this level Attempts to demonstrate basic phonemic awareness skills in spoken words. a. Attempts to add, delete, or substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word. b. Attempts to delete the initial sound in an initial blend in a more common one-syllable base word. c. With prompting and support, attempts to delete the medial and/or final sounds in blends in more common one syllable base words.	A student at this level Demonstrates basic phonemic awareness skills in spoken words. a. Adds, deletes, or substitutes phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produces the resulting word. b. Deletes the initial sound in an initial blend in some one-syllable base words. c. With prompting and support, deletes the medial and/or final sounds in blends in some one syllable base words.	A student at this level Demonstrates advanced phonemic awareness skills in spoken words. a. Adds, deletes, and substitutes phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produces the resulting word. b. Deletes the initial sound in an initial blend in a one-syllable base word. c. With prompting and support, deletes the medial and final sounds in blends in one syllable base words.	A student at this level Consistently demonstrates advanced phonemic awareness skills in spoken words. a. Consistently adds, deletes, and substitutes phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produces the resulting word. b. Consistently deletes the initial sound in an initial blend in a less common one-syllable base word. c. With prompting and support, consistently deletes the medial and final sounds in blends in one syllable base words.	

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	 d. Attempts to apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, or resequencing of sounds from one word to the next. e. With prompting and support, attempts to reverse sounds within a word by saying the last sound first or the first sound last. 	 d. Applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, or resequencing of sounds from one word to the next. e. With prompting and support, reverses sounds within a word by saying the last sound first or the first sound last. 	 d. Applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. e. With prompting and support, reverses sounds within a word by saying the last sound first and the first sound last. 	 d. Consistently applies phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next. e. With prompting and support, consistently reverses sounds within a word by saying the last sound first and the first sound last.
Standard	Phonics			
	A student at this level Attempts to apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, or syllable division principles to decode and/or encode (spell) words accurately in isolation and/or in context.	A student at this level Applies some knowledge of phoneme-grapheme correspondences, multisyllabic word construction, or syllable division principles to decode and/or encode (spell) words accurately in isolation and/or in context.	A student at this level Applies knowledge of phoneme- grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.	A student at this level Consistently applies knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
10	a. Attempts to decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or schwa syllables.	a. Decodes some multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, or <i>schwa</i> syllables.	a. Decodes multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.	a. Consistently decodes multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel- consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.
	b. Attempts to apply knowledge of multisyllabic word construction and/or syllable division principles to decode grade-appropriate multisyllabic words.	b. Applies knowledge of multisyllabic word construction and/or syllable division principles to decode some grade-appropriate multisyllabic words.	b. Applies knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.	b. Applies knowledge of multisyllabic word construction and syllable division principles to consistently decode grade- appropriate multisyllabic words.

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	c. Attempts to decode and/or encode words with three- consonant blends or blends containing digraphs.	c. Decodes and/or encodes words with three-consonant blends or blends containing digraphs.	c. Decodes and encodes words with three-consonant blends and blends containing digraphs.	c. Consistently decodes and encodes words with three- consonant blends and blends containing digraphs.
	d. Attempts to decode and/or encode words with consonant digraphs, trigraphs, or combinations.	d. Decodes and/or encodes words with consonant digraphs, trigraphs, or combinations.	d. Decodes and encodes words with consonant digraphs, trigraphs, and combinations.	d. Consistently decodes and encodes words with consonant digraphs, trigraphs, and combinations.
	e. Attempts to decode and/or encode words with variable vowel teams or vowel diphthongs.	e. Decodes and/or encodes words with variable vowel teams or vowel diphthongs.	e. Decodes and encodes words with variable vowel teams and vowel diphthongs.	e. Consistently decodes and encodes words with variable vowel teams and vowel diphthongs.
	f. Attempts to decode and/or encode words with vowel-r combinations.	f. Decodes and/or encodes words with vowel-r combinations.	f. Decodes and encodes words with vowel-r combinations.	f. Consistently decodes and encodes words with vowel-r combinations.
	g. Attempts to decode and/or encode words that follow the <i>-ild, -ost, -old, -olt,</i> or <i>-ind</i> patterns.	g. Decodes and/or encodes words that follow the <i>-ild, -ost,</i> <i>-old, -olt,</i> or <i>-ind</i> patterns.	g. Decodes and encodes words that follow the <i>-ild, -ost, -old, -olt,</i> and <i>-ind</i> patterns.	g. Consistently decodes and encodes words that follow the <i>-ild, -ost, -old, -olt,</i> and <i>-ind</i> patterns.
	h. Attempts to decode and/or encode words with <i>a</i> after <i>w</i> read /ä/ or <i>a</i> before <i>l</i> read /â/.	h. Decodes and/or encodes words with <i>a</i> after <i>w</i> read /ä/ or <i>a</i> before <i>l</i> read /â/.	h. Decodes and encodes words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.	h. Consistently decodes and encodes words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.
	i. Attempts to decode and/or encode words with <i>or</i> after <i>w</i> read /er/.	i. Decodes and/or encodes words with <i>or</i> after <i>w</i> read /er/.	i. Decodes and encode words with <i>or</i> after <i>w</i> read /er/.	i. Consistently decodes and encodes words with <i>or</i> after <i>w</i> read /er/.
	j. Attempts to decode and/or encode words with the hard and soft sounds of <i>c</i> and <i>g</i> , in context or in isolation.	j. Decodes and/or encodes words with the hard and soft sounds of <i>c</i> and <i>g</i> , in context or in isolation.	j. Decodes and encodes words with the hard and soft sounds of <i>c</i> and <i>g</i> , in context and in isolation.	j. Consistently decodes and encodes words with the hard and soft sounds of <i>c</i> and <i>g</i> , in context and in isolation.

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k. Attempts to decode and/or	k. Decodes and/or encodes	k. Decodes and encodes words	k. Consistently decodes and
encode words with vowel y in	words with vowel y in the final	with vowel y in the final position	encodes words with vowel y in the
the final position of one or two	position of one or two syllable	of one and two syllable words,	final position of one and two
syllable words, distinguishing	words, distinguishing the	distinguishing the difference	syllable words, distinguishing the
the difference between the long	difference between the long /ī/	between the long /ī/ sound in	difference between the long /ī/
/ī/ sound in one-syllable words	sound in one-syllable words and	one-syllable words and the long	sound in one-syllable words and
and the long /ē/ sound in two-	the long /ē/ sound in two-	/ē/ sound in two-syllable words,	the long /ē/ sound in two-syllable
syllable words, or words with	syllable words, or words with	and words with vowel y in medial	words, and words with vowel y in
vowel y in medial position,	vowel y in medial position,	position, producing the short /ĭ/	medial position, producing the
producing the short /ĭ/ sound	producing the short /ĭ/ sound	sound for these words.	short /ĭ/ sound for these words.
for these words.	for these words.		
l. Attempts to decode some	I. Decodes some words with	I. Decodes words with silent letter	I. Consistently decodes words with
words with silent letter	silent letter combinations.	combinations.	silent letter combinations.
combinations.			
m. Attempts to decode and/or	m. Decodes and/or encodes	m. Decodes and encodes words	m. Consistently decodes and
encode words with prefixes	words with prefixes and/or	with prefixes and suffixes,	encodes words with prefixes and
and/or suffixes, including words	suffixes, including words with	including words with dropped e	suffixes, including words with
with dropped <i>e</i> or <i>y</i> -to- <i>i</i> changes	dropped <i>e</i> or <i>y</i> -to- <i>i</i> changes for	and y-to- <i>i</i> changes for suffix	dropped <i>e</i> and <i>y</i> -to- <i>i</i> changes for
for suffix addition.	suffix addition.	addition.	suffix addition.
n. Attempts to decode and/or	n. Decodes and/or encodes	n. Decodes and encodes grade-	n. Consistently decodes and
encode grade-appropriate high	grade-appropriate high	appropriate high frequency words	encodes grade-appropriate high
frequency words that are	frequency words that are	that are spelled using predictable,	frequency words that are spelled
spelled using predictable,	spelled using predictable,	decodable phoneme-grapheme	using predictable, decodable
decodable phoneme-grapheme	decodable phoneme-grapheme	correspondences, including those	phoneme-grapheme
correspondences.	correspondences.	that contain only one irregularity.	correspondences, including those
			that contain only one irregularity.
o. Attempts to decode and/or	o. Decodes and/or encodes	o. Decodes and encodes	o. Consistently decodes and
encode contractions with <i>am, is,</i>	contractions with <i>am, is, has,</i>	contractions with <i>am, is, has, not,</i>	encodes contractions with <i>am</i> , <i>is</i> ,
has, not, have, would, or will.	not, have, would, or will.	have, would, and will.	has, not, have, would, and will.
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Grade 2

Standard	Fluency			
14	A student at this level Attempts to read simple, high- frequency words commonly found in grade-appropriate text.	A student at this level Reads simple, high-frequency words commonly found in grade-appropriate text.	A student at this level Reads high-frequency words commonly found in grade- appropriate text.	A student at this level Consistently reads high-frequency words commonly found in grade- appropriate text.
	Vocabulary			
15	A student at this level Attempts to utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words or relating new words to background knowledge.	A student at this level Utilizes new academic, content- specific, grade-level vocabulary, making connections to previously learned words or relating new words to background knowledge.	A student at this level Utilizes new academic, content- specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.	A student at this level Consistently utilizes new academic, content-specific, grade-level vocabulary, consistently making connections to previously learned words and consistently relating new words to background knowledge.
	Attempts to simplistically describe word relationships and/or nuances in word meanings, including relating them to their opposites and/or distinguishing shades of meaning in similar or related words.	Describes some word relationships and/or nuances in word meanings, including relating them to their opposites and/or distinguishing shades of meaning in similar or related words.	Describes word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.	Consistently describes word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
16	a. Attempts to simplistically use knowledge of antonyms and synonyms.	a. Uses knowledge of some antonyms and synonyms.	a. Uses knowledge of antonyms and synonyms.	a. Consistently uses knowledge of antonyms and synonyms.
	b. Attempts to distinguish shades of meaning among verbs or adjectives.	b. Distinguishes shades of meaning among verbs or adjectives.	b. Distinguishes shades of meaning among verbs and adjectives.	b. Consistently distinguishes shades of meaning among verbs and adjectives.
	c. Attempts to simplistically use knowledge of homophones to determine use of the correct word.	c. Uses knowledge of some homophones to determine use of the correct word.	c. Uses knowledge of homophones to determine use of the correct word.	c. Consistently uses knowledge of homophones to determine use of the correct word.

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Grade Z		inprenensive Assessment Program	ACAP / Eligiisti Laliguage Alts PLDS	•
	d. With prompting and support,	d. With prompting and support,	d. With prompting and support,	d. With prompting and support,
	attempts to interpret simplistic	interprets simplistic figurative	interprets figurative language.	interprets complex figurative
	figurative language.	language.		language.
	Attempts to analyze meaningful	Analyzes some meaningful parts	Analyzes meaningful parts of	Consistently analyzes meaningful
	parts of words or phrases in	of words or phrases in	words and phrases in discussions	parts of words and phrases in
	discussions and/or text.	discussions and/or text.	and/or text.	discussions and/or text.
	a. Attempts to identify	a. Identifies possessives or	a. Identifies possessives and	a. Consistently identifies
	possessives or plurals and	plurals and uses them as clues	plurals and uses them as clues to	possessives and plurals and
	attempts to use them as clues to	to the meaning of text.	the meaning of text.	consistently uses them as clues to
	the meaning of text.			the meaning of text.
17	b. Attempts to identify	b. Identifies meaningful parts of	b. Identifies meaningful parts of	b. Consistently identifies
	meaningful parts of words	words (morphemes) and uses	words (morphemes) and uses	meaningful parts of words
	(morphemes) and attempts to	them as clues to the meaning of	them as clues to the meaning of	(morphemes) and consistently
	use them as clues to the	unknown words, including base	unknown words, including base	uses them as clues to the meaning
	meaning of unknown words,	words, compound words, or	words, compound words, and	of unknown words, including base
	including base words,	frequently occurring affixes	frequently occurring affixes and	words, compound words, and
	compound words, or frequently	and/or inflections.	inflections.	frequently occurring affixes and
	occurring affixes and/or			inflections.
	inflections.			
	Attempts to use dictionary	Uses dictionary definitions or	Uses dictionary definitions and	Consistently uses dictionary
	definitions or information found	information found within the	information found within the text	definitions and information found
18	within the text to help	text to help determine meaning	to help determine meaning of	within the text to help determine
10	determine meaning of	of unfamiliar or multi-meaning	unfamiliar or multi-meaning	meaning of unfamiliar or multi-
	unfamiliar or multi-meaning	words.	words.	meaning words.
	words.			
	Attempts to use grade-level	Uses grade-level academic or	Uses grade-level academic and	Consistently uses grade-level
20	academic or domain-specific	domain-specific vocabulary to	domain-specific vocabulary to gain	academic and domain-specific
	vocabulary to gain meaning	gain meaning from text.	meaning from text.	vocabulary to gain meaning from
	from text.			text.

Grade 2

Standard	Comprehension			
	A student at this level Attempts to identify story elements in a literary text.	A student at this level Identifies story elements in a literary text.	A student at this level Identifies the main story elements in a literary text.	A student at this level Consistently identifies the main story elements in a literary text.
	a. Attempts to explain simplistically the plot of a narrative, using textual evidence to list the major events in sequence.	a. Explains simplistically the plot of a narrative, using textual evidence to list the major events in sequence.	a. Explains the plot of a narrative, using textual evidence to list the major events in sequence.	a. Explains in depth the plot of a narrative, using substantial textual evidence to list the major events in sequence.
23	b. Attempts to describe simplistically the characters' traits, feelings, and/or behaviors in a story.	 b. Describes simplistically the characters' traits, feelings, and/or behaviors in a story. 	b. Describes the characters' traits, feelings, and behaviors in a story.	b. Describes in depth the characters' traits, feelings, and behaviors in a story.
	c. Attempts to describe simplistically the setting of a narrative, using textual evidence.	c. Describes simplistically the setting of a narrative, using textual evidence.	c. Describes the setting of a narrative, using textual evidence.	c. Describes in depth the setting of a narrative, using substantial textual evidence.
	d. Attempts to identify simplistically the central message or moral of a story.	d. Identifies simplistically the central message or moral of a story.	d. Identifies the central message or moral of a story.	d. Consistently identifies the central message or moral of a story.
	e. Attempts to identify simplistically the theme in myths, fables, and folktales.	e. Identifies simplistically the theme in myths, fables, and folktales.	e. Identifies the theme in myths, fables, and folktales.	e. Consistently identifies the theme in myths, fables, and folktales.

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	Attempts to identify the main idea or supporting details of literary and informational texts.	Identifies the main idea or supporting details of literary and informational texts.	Identifies the main idea and supporting details of literary and informational texts.	Consistently identifies the main idea and supporting details of literary and informational texts.
24	a. Attempts to explain simplistically how the supporting details contribute to the main idea.	a. Explains simplistically how the supporting details contribute to the main idea.	a. Explains how the supporting details contribute to the main idea.	a. Explains in depth how the supporting details contribute to the main idea.
	 b. Attempts to simplistically recount or summarize key ideas from the text. 	 b. Simplistically recounts or summarizes key ideas from the text. 	b. Recounts or summarizes key ideas from the text.	b. Consistently recounts or summarizes key ideas from the text.
	Attempts to identify and/or use various text features to locate ideas, facts, or supporting details in written and digital formats.	Identifies and/or uses text features to locate ideas, facts, or supporting details in both written and digital formats.	Identifies and uses various text features to locate ideas, facts, or supporting details in both written and digital formats.	Consistently identifies and uses various text features to locate ideas, facts, or supporting details in both written and digital formats.
25	a. Attempts to identify and/or locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, or illustrations.	a. Identifies and/or locates captions, bold print, subheadings, indexes, graphs, maps, glossaries, or illustrations.	a. Identifies and locates captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.	a. Consistently identifies and locates captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
	b. Attempts to explain simplistically how specific features can clarify a text or enhance comprehension.	b. Explains simplistically how specific features can clarify a text or enhance comprehension.	b. Explains how specific features can clarify a text or enhance comprehension.	b. Explains in depth how specific features can clarify a text or enhance comprehension.
	Attempts to simplistically compare and contrast important details presented by two texts on the same topic or theme.	Simplistically compares and contrasts important details presented by two texts on the same topic or theme.	Compares and contrasts important details presented by two texts on the same topic or theme.	Consistently compares and contrasts important details presented by two texts on the same topic or theme.
26	a. Attempts to simplistically compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.	a. Simplistically compares and contrasts different versions of the same story by different authors, from different cultures, or different points of view.	a. Compares and contrasts different versions of the same story by different authors, from different cultures, or from different points of view.	a. Consistently compares and contrasts different versions of the same story by different authors, from different cultures, or from different points of view.

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b. Attempts to compare and	b. Compares and contrasts some	b. Compares and contrasts story	b. Consistently compares and
contrast story elements of	story elements of literary texts.	elements of literary texts.	contrasts story elements of literary
literary texts.			texts.
Attempts to identify the text	Identifies the text structure	Identifies the text structure within	Consistently identifies the text
structure within literary or	within literary or informational	literary and informational texts,	structure within literary and
informational texts, including	texts, including cause and effect,	including cause and effect,	informational texts, including
cause and effect, problem and	problem and solution, or	problem and solution, and	cause and effect, problem and
solution, or sequence of events.	sequence of events.	sequence of events.	solution, and sequence of events.
With prompting and support,	With prompting and support,	With prompting and support,	With prompting and support,
attempts to identify or interpret	identifies or interprets cohesive	identifies and interprets various	consistently identifies and
cohesive devices that help link	devices that help link words and	cohesive devices that help link	effectively interprets various
words and sentences to one	sentences to one another within	words and sentences to one	cohesive devices that help link
another within the text as a	the text as a scaffold to help	another within the text as a	words and sentences to one
scaffold to help build	build comprehension at the	scaffold to help build	another within the text as a
comprehension at the sentence		comprehension at the sentence	scaffold to help build
		-	comprehension at the sentence
			and paragraph level.
Attempts to read and	Reads and superficially	Reads and comprehends literary	Reads and thoroughly
-		and informational texts.	comprehends literary and
			informational texts.
c. Attempts to draw conclusions	c. Draws some conclusions	c. Draws conclusions based on the	c. Consistently draws conclusions
based on the text.	based on the text.	text.	based on the text.
Attempts to use information	Uses information from a text to	Uses information from a text to	Consistently uses information from
from a text to determine the		determine the author's purpose in	a text to determine the author's
	in some forms of informational	different forms of informational	purpose in different forms of
	or literary texts.	and literary texts.	informational and literary texts.
-	,	,	
	Identifies simplistic rhyme	Identifies rhyme schemes in	Identifies complex rhyme schemes
			in poems or songs.
	Reads and identifies types of	Reads and identifies types of	Reads and consistently identifies
	<i></i>		types of poems, including free
			verse, rhymed verse, haiku, and
limerick.			limerick.
	 b. Attempts to compare and contrast story elements of literary texts. Attempts to identify the text structure within literary or informational texts, including cause and effect, problem and solution, or sequence of events. With prompting and support, attempts to identify or interpret cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence or paragraph level. Attempts to read and superficially comprehend literary and informational texts. c. Attempts to draw conclusions based on the text. Attempts to use information from a text to determine the author's purpose in some forms of informational or and literary texts. Attempts to identify simplistic rhyme schemes in poems or songs. Attempts to read and identify types of poems, including free verse, rhymed verse, haiku, or 	b. Attempts to compare and contrast story elements of literary texts.b. Compares and contrasts some story elements of literary texts.Attempts to identify the text structure within literary or informational texts, including cause and effect, problem and solution, or sequence of events.Identifies the text structure within literary or informational texts, including cause and effect, problem and solution, or sequence of events.With prompting and support, attempts to identify or interpret cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence or paragraph level.With prompting and support, identifies or interprets cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence or paragraph level.Attempts to read and superficially comprehend literary and informational texts.Reads and superficially comprehends literary and informational texts.Attempts to use information from a text to determine the author's purpose in some forms of informational or and literary texts.Uses informational or from a text to determine the author's purpose in some forms of informational or literary texts.Attempts to read and identify types of poems, including free verse, rhymed verse, haiku, orReads and identifies types of poems, including free verse, naku, or limerick.	contrast story elements of literary texts.story elements of literary texts.elements of literary texts.Attempts to identify the text structure within literary or informational texts, including cause and effect, problem and solution, or sequence of events.Identifies the text structure within literary or informational texts, including cause and effect, problem and solution, or sequence of events.Identifies the text structure within literary and informational texts, including rause and effect, problem and solution, or sequence of events.With prompting and support, attempts to identify or interpret cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence or paragraph level.With prompting and support, identifies or interprets cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence or paragraph level.With prompting and support, identifies and interprets various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehends literary and informational texts.Reads and superficially comprehends literary and informational texts.Attempts to draw conclusions based on the text.c. Draws some conclusions based on the text.c. Draws conclusions based on the text.Attempts to identify simplistic rhyme schemes in poems or songs.Identifies simplistic rhyme schemes in poems or songs.Identifies types of poems, including free verse, rhymed verse, haiku, orAttempts to read and identify types of poems, including free verse, rhymed v

Grade 2	Alabama Com	nprehensive Assessment Program (ACAP) English Language Arts PLDs	
	Attempts to differentiate between simplistic statements of facts and opinions in a text.	Differentiates between simplistic statements of facts and opinions in a text.	Differentiates between fact and opinion in a text.	Differentiates between complex statements of fact and opinion in a text.
34	b. Attempts to use textual evidence and/or gathered research from reliable sources to prove facts.	b. Uses textual evidence and/or gathered research from reliable sources to prove facts.	b. Uses textual evidence and gathered research from reliable sources to prove facts.	b. Consistently uses textual evidence and gathered research from reliable sources to prove facts.
35	Attempts to demonstrate listening skills and build background knowledge by asking and/or answering simplistic questions about texts read aloud.	Demonstrates listening skills and builds background knowledge by asking and/or answering simplistic questions about texts read aloud.	Demonstrates listening skills and builds background knowledge by asking and answering questions about texts read aloud.	Demonstrates listening skills and builds background knowledge by asking and answering complex questions about texts read aloud.
36	Attempts to manipulate words or phrases to create simple and/or compound sentences, including coordinating conjunctions <i>for</i> , <i>and</i> , <i>nor</i> , <i>but</i> , <i>or</i> , <i>yet</i> , and <i>so</i> , to help build basic syntactic awareness and/or basic comprehension at the sentence level.	Manipulates words or phrases to create simple and/or compound sentences, including coordinating conjunctions <i>for</i> , <i>and</i> , <i>nor</i> , <i>but</i> , <i>or</i> , <i>yet</i> , and <i>so</i> , to help build basic syntactic awareness and/or basic comprehension at the sentence level.	Manipulates words and/or phrases to create simple and compound sentences, including coordinating conjunctions <i>for</i> , <i>and</i> , <i>nor</i> , <i>but</i> , <i>or</i> , <i>yet</i> , and <i>so</i> , to help build syntactic awareness and comprehension at the sentence level.	Consistently manipulates words and/or phrases to create simple and compound sentences, including coordinating conjunctions <i>for, and, nor, but, or,</i> <i>yet,</i> and <i>so,</i> to help build syntactic awareness and comprehension at the sentence level.
Standard	Writing			
38	A student at this levelApplies emerging knowledge ofgrade-appropriate phoneme-grapheme correspondences,multisyllabic word construction,syllable division principles,and/or spelling rules (orgeneralizations) to encode wordsaccurately.a. Attempts to encode grade-appropriate multisyllabic wordsusing simplistic knowledge ofsyllable types, including open,	A student at this level Applies some knowledge of grade-appropriate phoneme- grapheme correspondences, multisyllabic word construction, syllable division principles, and/or spelling rules (or generalizations) to encode words accurately. a. Encodes grade-appropriate multisyllabic words using simplistic knowledge of syllable types, including open, closed,	A student at this level Applies knowledge of grade- appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encodes grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-	A student at this level Consistently applies knowledge of grade-appropriate phoneme- grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to consistently encode words accurately. a. Consistently encodes grade- appropriate multisyllabic words using in-depth knowledge of syllable types, including open,

Grade 2	Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs				
	closed, vowel-consonant-e, vowel teams, vowel-r, and/or consonant-le.	vowel-consonant-e, vowel teams, vowel-r, and/or consonant-le.	consonant-e, vowel teams, vowel- r, and consonant-le.	closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.	
	b. Applies emerging knowledge of multisyllabic word construction and/or syllable division principles to encode grade-appropriate words correctly.	b. Applies some knowledge of multisyllabic word construction and/or syllable division principles to encode grade- appropriate words correctly.	b. Applies knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.	b. Consistently applies knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.	
	c. Attempts to encode words with final /v/ or /j/ sounds.	c. Encodes some words with final /v/ or /j/ sounds using knowledge that no English word ends with a v or j.	c. Encodes words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.	c. Consistently encodes words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.	
	d. Attempts to encode one- and/or two-syllable words with long and/or short vowel patterns.	d. Encodes one- and/or two- syllable words with long and/or short vowel patterns.	d. Encodes one- and two-syllable words with long and short vowel patterns.	d. Consistently encodes one- and two-syllable words with long and short vowel patterns.	
	e. Attempts to encode words with two- or three-consonant blends	e. Encodes words with two- or three-consonant blends.	e. Encodes words with two- and three-consonant blends, including those containing digraphs.	e. Consistently encodes words with two- and three-consonant blends, including those containing digraphs.	
	f. Attempts to encode words with consonant digraphs, trigraphs, or combinations.	f. Encodes words with consonant digraphs, trigraphs, or combinations.	f. Encodes words with consonant digraphs, trigraphs, and combinations.	f. Consistently encodes words with consonant digraphs, trigraphs, and combinations.	
	g. Attempts to encode words with the common vowel teams, including some diphthongs.	g. Encodes some words with the common vowel teams, including some diphthongs.	g. Encodes words with the common vowel teams, including diphthongs.	g. Consistently encodes words with the common vowel teams, including diphthongs.	
	h. Attempts to encode words with more common vowel-r combinations.	h. Encodes words with more common vowel-r combinations.	h. Encodes words with vowel-r combinations.	h. Encodes words with less common vowel-r combinations.	

Grade	2
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Frade 2	Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs				
	i. Attempts to encode words that	i. Encodes words that follow	i. Encodes words that follow the	i. Consistently encodes words that	
	follow the <i>-ild, -ost, -old, -olt,</i> or -	the - <i>ild, -ost, -old, -olt,</i> or - <i>ind</i>	-ild, -ost, -old, -olt, and -ind	follow the -ild, -ost, -old, -olt, and	
	ind patterns.	patterns.	patterns.	-ind patterns.	
	j. Attempts to encode words with	j. Encodes words with <i>a</i> after <i>w</i>	j. Encodes words with <i>a</i> after <i>w</i>	j. Consistently encodes words with	
	a after w read /ä/ or a before /	read /ä/ or <i>a</i> before / read /â/.	read /ä/ and <i>a</i> before / read /â/.	a after w read /ä/ and a before l	
	read /â/.			read /â/.	
	k. Attempts to encode words	k. Encodes some words with or	k. Encodes words with <i>or</i> after w	k. Consistently encodes words with	
	with <i>or</i> after <i>w</i> read /er/.	after w read /er/.	read /er/.	or after w read /er/.	
	I. Attempts to encode s words	 Encodes words with hard 	 Encodes words with hard and 	I. Consistently encodes words with	
	with hard and/or soft <i>c</i> and/or <i>g</i> .	and/or soft <i>c</i> and/or <i>g</i> .	soft <i>c</i> and <i>g</i> .	hard and soft <i>c</i> and <i>g</i> .	
	m. Attempts to encode words	m. Encodes words with vowel y	m. Encodes words with vowel y in	m. Consistently encodes words	
	with vowel y in the final position	in the final position of one	the final position of one and two	with vowel y in the final position of	
	of one and/or two syllable words,	and/or two syllable words,	syllable words, distinguishing the	one and two syllable words,	
	distinguishing the difference	distinguishing the difference	difference between the long /ī/	distinguishing the difference	
	between the long /ī/ sound in	between the long /ī/ sound in	sound in one-syllable words and	between the long /ī/ sound in one-	
	one-syllable words and/or the	one-syllable words and/or the	the long /ē/ sound in two-syllable	syllable words and the long /ē/	
	long /ē/ sound in two-syllable	long /ē/ sound in two-syllable	words, and words with vowel y in	sound in two-syllable words, and	
	words, and/or words with vowel	words, and/or words with	medial position, producing the	words with vowel <i>y</i> in medial	
	y in medial position, producing	vowel y in medial position,	short /ı̃/ sound for these words.	position, producing the short /ĭ/	
	the short /ĭ/ sound for these	producing the short /ĭ/ sound		sound for these words.	
	words.	for these words.			
		– 1 – 1 – 11			
	n. Attempts to encode words	n. Encodes some words with	n. Encodes words with prefixes	n. Consistently encodes words	
	with prefixes and/or suffixes,	prefixes and/or suffixes,	and suffixes, including words with	with prefixes and suffixes,	
	including words with dropped <i>e</i>	including words with dropped <i>e</i>	dropped <i>e</i> and <i>y-to-i</i> changes for	including words with dropped <i>e</i>	
	and/or <i>y-to-i</i> changes for suffix	and/or <i>y-to-i</i> changes for suffix	suffix addition.	and <i>y-to-i</i> changes for suffix	
	addition.	addition.		addition.	
	o Attempts to encode grade	o Encodes grado appropriato	o Encodes grade appropriato high	o Consistently encodes grade	
	 o. Attempts to encode grade- appropriate high frequency 	 Encodes grade-appropriate high frequency words that are 	 Encodes grade-appropriate high frequency words that are spelled 	appropriate high frequency words	
	words that are spelled using	spelled using predictable,	using predictable, decodable	that are spelled using predictable,	
	predictable, decodable	decodable phoneme-grapheme	phoneme-grapheme	decodable phoneme-grapheme	
	phoneme-grapheme	correspondences.	correspondences, including those	correspondences, including those	
	correspondences.	correspondences.	that contain only one irregularity.	that contain only one irregularity.	
	con espondences.		that contain only one in eguiditty.	that contain only one integularity.	

Grade 2	Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs				
	p. Attempts to encode contractions with <i>am, is, has, not,</i> <i>have, would</i> , or <i>will</i> , using apostrophes appropriately.	p. Encodes contractions with am, is, has, not, have, would, or will, using apostrophes appropriately.	p. Encodes contractions with <i>am,</i> <i>is, has, not, have, would</i> , and <i>will,</i> using apostrophes appropriately.	p. Consistently encodes contractions with <i>am, is, has, not,</i> <i>have, would</i> , and <i>will</i> , using apostrophes appropriately.	
	q. Attempts to encode frequently confused homophones accurately, using knowledge of English orthography and/or meaning to facilitate learning	q. Encodes frequently confused common homophones accurately, using some knowledge of English orthography and/or meaning to facilitate learning.	q. Encodes frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.	q. Consistently encodes frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning	
39	Attempts to organize a list of words into alphabetical order according to first and second letters.	Organizes a list of words into alphabetical order according to first and second letters.	Organizes a list of words into alphabetical order according to first, second, and third letters.	Consistently organizes a list of words into alphabetical order according to first, second, and third letters.	
	Attempts to write complete sentences demonstrating simplistic knowledge of punctuation conventions.	Writes complete sentences demonstrating simplistic knowledge of punctuation conventions.	Writes complete sentences demonstrating knowledge of punctuation conventions.	Writes complete sentences demonstrating in-depth knowledge of punctuation conventions.	
	a. Attempts to utilize commas with some words in a series in a sentence.	a. Utilizes commas with some words in a series in a series.	a. Utilizes commas with words in a series in a sentence.	a. Consistently utilizes commas with words in a series in a sentence.	
43	b. Attempts to use apostrophes to form contractions or possessives.	b. Uses apostrophes to form contractions or possessives.	b. Uses apostrophes to form contractions and possessives.	 b. Consistently uses apostrophes to form contractions and possessives. 	
	c. Attempts to use some punctuation to set off interjections.	c. Uses some punctuation to set off interjections.	c. Uses punctuation to set off interjections.	c. Consistently uses punctuation to set off interjections.	
	d. Attempts to expand sentences using some frequently-occurring conjunctions.	d. Expands sentences using some frequently-occurring conjunctions.	d. Expands sentences using frequently-occurring conjunctions.	d. Consistently expands sentences using frequently-occurring conjunctions.	

rade 2	Alabama Com	prehensive Assessment Program (ACAP) English Language Arts PLDs	
	With prompting and support,	With prompting and support,	With prompting and support,	With prompting and support,
	attempts to compose and/or	composes and/or develops an	composes and develops a well-	composes and develops a well-
44	develop an organized, simplistic	organized, simplistic paragraph	organized paragraph with a topic	organized, in-depth paragraph
44	paragraph with a topic sentence,	with a topic sentence, details	sentence, details to support, and a	with a clear topic sentence, precis
	details to support, and/or a	to support, and/or a simplistic	concluding sentence.	details to support, and an effective
	simplistic concluding sentence.	concluding sentence.		concluding sentence.
	Demonstrates emerging	Demonstrates some	Demonstrates understanding of	Consistently demonstrates
	understanding of standard	understanding of standard	standard English language	understanding of standard English
	English language conventions	English language conventions	conventions when writing.	language conventions when
	when writing.	when writing.		writing.
	a. Attempts to identify the role of	a. Identifies the role of a noun,	a. Identifies the role of a noun,	a. Consistently identifies the role
	a noun, verb, adjective, and/or	verb, adjective, and/or adverb	verb, adjective, and adverb within	of a noun, verb, adjective, and
	adverb within a sentence and	within a sentence and explains	a sentence and explains the type	adverb within a sentence and
	attempts to explain the type of	the type of the information it	of the information it conveys.	explains the type of the
	the information it conveys.	conveys.		information it conveys.
	b. Attempts to form regular	b. Forms regular nouns or verbs	b. Forms regular nouns and verbs	b. Consistently forms regular
	nouns and/or verbs by adding -s	by adding -s or -es.	by adding -s or -es.	nouns and verbs by adding -s or
	or <i>-es</i> .			-es.
45	c. Attempts to form and/or use	c. Forms and/or uses simple	c. Forms and uses simple present	c. Consistently forms and uses
	simple present and/or past verb	present and/or past verb	and past verb tenses.	simple present and past verb
	tenses.	tenses.		tenses.
	d. Attempts to form plurals in	d. Forms plurals in some words	d. Forms plurals by changing -y to	d. Consistently forms plurals in
	some words by changing -y to –	by changing -y to –ies.	–ies.	words by changing -y to -ies.
	ies.			
	e. Attempts to form and/or use	e. Forms and/or uses	e. Forms and uses frequently-	e. Consistently forms and uses
	frequently-occurring irregular	frequently-occurring irregular	occurring irregular plural nouns	frequently-occurring irregular
	plural nouns and/or verbs.	plural nouns and/or verbs.	and verbs.	plural nouns and verbs.
	f. Attempts to use some plural	f. Uses some plural possessives.	f. Uses plural possessives.	f. Consistently uses plural
	possessives .			possessives.

Grade 2	Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs				
	Attempts to gather and use superficial research to answer questions to complete a research product.	Gathers and uses simplistic research to answer questions to complete a research product.	Gathers and uses research to answer questions to complete a research product.	Gathers and uses in depth research to answer questions to complete a research product.	
46	b. Attempts to create a question to gather information for a research project.	b. Creates a question to gather information for a research project.	b. Creates questions to gather information for a research project.	b. Consistently creates focused questions to gather information for a research project.	
	c. Attempts to find information from sources.	c. Finds information from some sources.	c. Finds information from a variety of sources.	c. Finds relevant information from a variety of sources.	