

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 <i>on or above grade level</i> 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 <i>on or above grade level</i> in reading in grade 3. They have sufficient understanding of the current grade’s reading content standards and are on track to be <i>on or above grade level</i> in reading in grade 3.
Standard #	Standard	Students at this level...	Students at this level...
2.LF.PA.9	<p>Demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.</p> <p>b. Delete the initial sound in an initial blend in a one-syllable base word.</p> <p>c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.</p>	<p>demonstrate basic phonemic awareness skills in spoken words.</p> <p>a. attempt to add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.</p> <p>b. attempt to delete the initial sound in an initial blend in a one-syllable base word.</p> <p>c. delete the medial or final sound in blends in one syllable base words, with prompting and support.</p>	<p>demonstrate advanced phonemic awareness skills in spoken words.</p> <p>a. add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.</p> <p>b. delete the initial sound in an initial blend in a one-syllable base word.</p> <p>c. delete the medial and final sounds in blends in one syllable base words, with prompting and support.</p>

	<p>d. Apply 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.</p> <p>e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.</p>	<p>d. attempt to apply 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.</p> <p>e. attempt to reverse sounds within a word by saying the last sound first and the first sound last, with prompting and support.</p>	<p>d. apply 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.</p> <p>e. reverse sounds within a word by saying the last sound first and the first sound last, with prompting and support.</p>
2.LF.P.10	<p>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. Decode and encode words with three-consonant blends and blends containing digraphs.</p> <p>d. Decode and encode words with consonant digraphs, trigraphs, and combinations.</p>	<p>attempt to apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. attempt to decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.</p> <p>b. attempt to apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. attempt to decode and encode words with three-consonant blends and blends containing digraphs.</p> <p>d. attempt to decode and encode words with consonant digraphs, trigraphs, and combinations.</p>	<p>apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. attempt to decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and <i>schwa</i> syllables.</p> <p>b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p>c. decode and encode words with three-consonant blends and blends containing digraphs.</p> <p>d. decode and encode words with consonant digraphs, trigraphs, and combinations.</p>

	<p>e. Decode and encode words with variable vowel teams and vowel diphthongs.</p> <p>f. Decode and encode words with vowel-r combinations.</p> <p>g. Decode and encode words that follow the <i>-ild, -ost, -old, -olt, and -ind</i> patterns.</p> <p>h. Decode and encode words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>i. Decode and encode words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. Decode and encode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p> <p>k. Decode and encode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>l. Decode words with silent letter combinations.</p>	<p>e. attempt to decode and encode words with variable vowel teams and vowel diphthongs.</p> <p>f. attempt to decode and encode words with vowel-r combinations.</p> <p>g. attempt to decode and encode words that follow the <i>-ild, -ost, -old, -olt, and -ind</i> patterns.</p> <p>h. attempt to decode and encode words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>i. attempt to decode and encode words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. attempt to decode and encode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p> <p>k. attempt to decode and encode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>l. attempt to decode words with silent letter combinations.</p>	<p>e. decode and encode words with variable vowel teams and vowel diphthongs.</p> <p>f. decode and encode words with vowel-r combinations.</p> <p>g. decode and encode words that follow the <i>-ild, -ost, -old, -olt, and -ind</i> patterns.</p> <p>h. decode and encode words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/.</p> <p>i. decode and encode words with <i>or</i> after <i>w</i> read /er/.</p> <p>j. decode and encode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p> <p>k. decode and encode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p>l. decode words with silent letter combinations.</p>
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	<p>m. Decode and encode words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p>o. Decode and encode contractions with <i>am, is, has, not, have, would, and will.</i></p>	<p>m. attempt to decode and encode words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>n. attempt to decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p>o. attempt to decode and encode contractions with <i>am, is, has, not, have, would, and will.</i></p>	<p>m. decode and encode words with prefixes and suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition.</p> <p>n. decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.</p> <p>o. decode and encode contractions with <i>am, is, has, not, have, would, and will.</i></p>
2.LF.F.14	Read high-frequency words commonly found in grade-appropriate text.	attempt to read high-frequency words commonly found in grade-appropriate text.	read high-frequency words commonly found in grade-appropriate text.
2.LF.V.15	Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.	attempt to utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.	utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.

<p>2.LF.V.16</p>	<p>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p>a. Use knowledge of antonyms and synonyms.</p> <p>b. Distinguish shades of meaning among verbs and adjectives.</p> <p>c. Use knowledge of homophones to determine use of the correct word.</p> <p>d. With prompting and support, interpret figurative language.</p>	<p>attempt to describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p>a. attempt to use knowledge of antonyms and synonyms.</p> <p>b. attempt to distinguish shades of meaning among verbs and adjectives.</p> <p>c. attempt to use knowledge of homophones to determine use of the correct word.</p> <p>d. attempt to interpret figurative language, with prompting and support.</p>	<p>describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p>a. use knowledge of antonyms and synonyms.</p> <p>b. distinguish shades of meaning among verbs and adjectives.</p> <p>c. use knowledge of homophones to determine use of the correct word.</p> <p>d. interpret figurative language, with prompting and support.</p>
<p>2.LF.V.17</p>	<p>Analyze meaningful parts of words and phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text.</p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.</p>	<p>attempt to analyze meaningful parts of words and phrases in discussions and/or text.</p> <p>a. attempt to identify possessives and plurals and use them as clues to the meaning of text.</p> <p>b. attempt to identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.</p>	<p>analyze meaningful parts of words and phrases in discussions and/or text.</p> <p>a. identify possessives and plurals and use them as clues to the meaning of text.</p> <p>b. identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.</p>

2.LF.V.18	Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	attempt to use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
2.LF.V.R.20	Use grade-level academic and domain-specific vocabulary to gain meaning from text.	attempt to use grade-level academic and domain-specific vocabulary to gain meaning from text.	use grade-level academic and domain-specific vocabulary to gain meaning from text.
2.LF.C.23	<p>Identify the main story elements in a literary text.</p> <p>a. Explain the plot of a narrative, using textual evidence to list the major events in sequence.</p> <p>b. Describe the characters' traits, feelings, and behaviors in a story.</p> <p>c. Describe the setting of a narrative, using textual evidence.</p> <p>d. Identify the central message or moral of a story.</p> <p>e. Identify the theme in myths, fables, and folktales.</p>	<p>attempt to identify the main story elements in a literary text.</p> <p>a. attempt to explain the plot of a narrative, using textual evidence to list the major events in sequence.</p> <p>b. attempt to describe the characters' traits, feelings, and behaviors in a story.</p> <p>c. attempt to describe the setting of a narrative, using textual evidence.</p> <p>d. attempt to identify the central message or moral of a story.</p> <p>e. attempt to identify the theme in myths, fables, and folktales.</p>	<p>identify the main story elements in a literary text.</p> <p>a. explain the plot of a narrative, using textual evidence to list the major events in sequence.</p> <p>b. describe the characters' traits, feelings, and behaviors in a story.</p> <p>c. describe the setting of a narrative, using textual evidence.</p> <p>d. identify the central message or moral of a story.</p> <p>e. identify the theme in myths, fables, and folktales.</p>

<p>2.LF.C.24</p>	<p>Identify the main idea and supporting details of literary and informational texts.</p> <p>a. Explain how the supporting details contribute to the main idea.</p> <p>b. Recount or summarize key ideas from the text.</p>	<p>identify the main idea and supporting details of literary and informational texts.</p> <p>a. explain how the supporting details contribute to the main idea.</p> <p>b. recount or summarize key ideas from the text.</p>	<p>identify the main idea and supporting details of literary and informational texts.</p> <p>a. explain how the supporting details contribute to the main idea.</p> <p>b. recount or summarize key ideas from the text.</p>
<p>2.LF.C.25</p>	<p>Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <p>a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.</p> <p>b. Explain how specific features can clarify a text or enhance comprehension.</p>	<p>identify and attempt to use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <p>a. identify and attempt to locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.</p> <p>b. identify and attempt to explain how specific features can clarify a text or enhance comprehension.</p>	<p>identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.</p> <p>a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.</p> <p>b. explain how specific features can clarify a text or enhance comprehension.</p>
<p>2.LF.C.26</p>	<p>Compare and contrast important details presented by two texts on the same topic or theme.</p> <p>a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.</p> <p>b. Compare and contrast story elements of literary texts.</p>	<p>attempt to compare and contrast important details presented by two texts on the same topic or theme.</p> <p>a. attempt to compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.</p> <p>b. attempt to compare and contrast story elements of literary texts.</p>	<p>compare and contrast important details presented by two texts on the same topic or theme.</p> <p>a. compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.</p> <p>b. compare and contrast story elements of literary texts.</p>

2.LF.C.27	Identify the text structure within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	attempt to identify the text structure within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	identify the text structure within literary and informational texts, including cause and effect, problem and solution, and sequence of events.
2.LF.C.R.29	With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.	identify and attempt to interpret, with prompting and support, various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.	identify and interpret, with prompting and support, various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.
2.LF.C.R.30	Read and comprehend literary and informational texts. c. Draw conclusions based on the text.	read and attempt to comprehend literary and informational texts. c. attempt to draw conclusions based on the text.	read and comprehend literary and informational texts. c. draw conclusions based on the text.
2.LF.C.R.31	Use information from a text to determine the author’s purpose in different forms of informational and literary texts.	attempt to use information from a text to determine the author’s purpose in different forms of informational and literary texts.	use information from a text to determine the author’s purpose in different forms of informational and literary texts.
2.LF.C.R.32	Identify rhyme schemes in poems or songs.	attempt to identify rhyme schemes in poems or songs.	identify rhyme schemes in poems or songs.
2.LF.C.R.33	Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.	read and attempt to identify types of poems, including free verse, rhymed verse, haiku, and limerick.	read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.
2.LF.C.R.34	Differentiate between fact and opinion in a text. b. Use textual evidence and gathered research from reliable sources to prove facts.	attempt to differentiate between fact and opinion in a text. b. attempt to use textual evidence and gathered research from reliable sources to prove facts.	differentiate between fact and opinion in a text. b. use textual evidence and gathered research from reliable sources to prove facts.