

## ELP Standards Student Growth Tracking Sheet for Second Grade

<b>Student Name:</b>						
<b>Note: L – Listening S – Speaking R – Reading W – Writing (Standards 9 &amp; 10 address the linguistic structures of English.)</b>						
<b>Proficiency Levels</b>		1	2	3	4	5
<b>Standard 1</b>	<b>Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</b>	Date: L R	Date: L R	Date: L R	Date: L R	Date: L R
RL and RI 1,2,3,7 SL 2 MP 1 SP1	RL and RI 1 Ask and answer questions such as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL and RI 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RL and RI 3 Describe how characters in a story respond to major events and challenges. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RL and RI 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. SL 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. MP 1 Make sense of problems and persevere in solving them. SP1 Asking questions (for science) and defining problems (for engineering)	Use a very limited set of strategies to: identify a few key words and phrases	Use an emerging set of strategies to: identify some key words and phrases identify the main topic or message/lesson	Use a developing set of strategies to: identify the main topic or message answer questions retell some key details	Use more strategies to: determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories	Use a wide range of strategies to: •determine the main idea or message tell how key details support the main idea •retell a variety of stories
<b>Standard 2</b>	<b>Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</b>	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W
W 6 SL 1 MP 1 MP 6 SP4 Sp 6 SP 8	W 6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. SL 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small groups and larger groups. Follow agreed upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion). Build on others’ talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. SP4 Analyzing and interpreting data Sp 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions	Participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions	Take part in discussions, written exchanges follow discussion rules ask questions to gain information or clarify understanding respond to comments of others contribute own comments	Take part in discussions, conversations and written exchanges follow discussion rules ask/answer questions build on others ideas contribute own ideas	Participate in extended discussions conversations and written exchanges follow discussion rules ask/ answer questions build on others ideas express own ideas
<b>Standard 3</b>	<b>Speak and write about grade-appropriate complex literary and informational texts and topics</b>	Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 2,3 SL 4,5 MP 1 MP 6 SP 6 SP 8	W 2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences SL 5 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Communicate simple information	Deliver simple oral presentations compose written texts	Deliver short oral presentations written narratives informational texts	Deliver short oral presentations written narratives informational texts	With some details, deliver oral presentations written narratives informational texts

Standard 4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence	Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 1 SL 4 L 6 MP 3 MP 6 SP 4 SP 7 SP 8	W 1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section. SL 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. L 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). MP 3 Construct viable arguments and critique the reasoning of others. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information	Express an opinion	Express an opinion	Express an opinion give one or more reasons for the opinion	Introduce a topic express opinions give several reasons for the opinions	Introduce a topic express opinions give reasons for opinions provide a concluding statement
Standard 5	Conduct research and evaluate and communicate findings to answer questions or solve problems	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W
W 7,8 SL 4 MP 1 SP 3 SP 6 SP 8	W 7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W 8 Recall information from experiences or gather information from provided sources to answer a question. SL 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. MP 1 Make sense of problems and persevere in solving them. SP 3 Planning and carrying out investigations SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	With prompting support carry out short individual or shared research projects gather information from provided sources label information	With prompting support do short individual shared projects recall information from experience gather record information observations notes	With prompting support do short individual shared projects recall information from experience gather record information observations notes	With prompting support do short individual or shared research projects, recall information from experience gather information from multiple sources	With prompting support do short individual or shared research projects, recall information from experience gather information from multiple sources
Standard 6	Analyze and critique the arguments of others orally and in writing	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W
RI 8 W 1 SL 3 MP 1 MP 3 SP 1 SP 6 SP 7 SP 8	RI 8 Describe how reasons support specific points the author makes in a text. W 1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section. SL 3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. MP 1 Make sense of problems and persevere in solving them. MP 3 Construct viable arguments and critique the reasoning of others. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information	With prompting support use frequent words & phrases to identify point of an author/ speaker	With prompting support identify a reason an author /speaker gives to support the main point	Tell how one or two reasons to support the main point an author or a speaker makes	Tell how one or two reasons support the specific points an author or a speaker makes	Describe how reasons support the specific points an author or a speaker makes
Standard 7	Adapt language choices to purpose, task, and audience when speaking and writing	Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 5 SL 6 L 6 MP 6 SP 1 SP 6 SP 8	W 5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing SL 6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) L 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). MP 6 Attend to precision. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Recognize the meaning of some words learned through conversations, reading, and being read to	Show awareness of informal "playground" speech and language of the classroom use words learned from conversations, reading, and being read to	Compare examples of formal / informal use of English	Adapt language choices, to formal/informal contexts	Adapt language choices, to formal/ informal contexts.
Standard 8	Determine the meaning of words and phrases in oral presentations and literary and informational text	Date: L R	Date: L R	Date: L R	Date: L R	Date: L R
RI and RI 4 L 4,5 MP 1	RI and RI 4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Relying heavily on visual aids, context, and knowledge of	Using context, visual aids, and knowledge of morphology in his or her native language,	Using context, visual aids, reference materials, and a developing	Using context, visual aids, reference materials, increasing knowledge of morphology determine	Using context, reference materials, morphology determine the meaning of less-frequently occurring

<p>SP 1 SP 8</p>	<p>L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. L 5 Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>). MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering) SP 8 Obtaining, evaluating, and communicating information</p>	<p>morphology in native language, recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</p>	<p>ask and answer questions about the meaning of frequently occurring words, phrases, and expressions</p>	<p>knowledge of English morphology, determine meaning of less-frequently occurring words and phrases, content-specific words, and idiomatic expressions</p>	<p>the meaning of less-frequently words, phrases, idiomatic expressions.</p>	<p>words, phrases, some idiomatic expressions</p>
<p><b>Standard 9</b></p>	<p><b>Create clear and coherent grade-appropriate speech and text</b></p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>
<p>W 2,3 SL 4 MP 1 SP 1 SP 8</p>	<p>W 2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering) SP 8 Obtaining, evaluating, and communicating information</p>	<p>With support &amp; using non-verbal communication, communicate simple information of event or topic use vocabulary and syntactically simple sentences.</p>	<p>With support, communicate simple information about a topic. Recount two events in sequence use frequently occurring linking words with emerging control</p>	<p>With support present a few pieces of topic recount a short sequence of events use common linking words to connect ideas or events with developing control</p>	<p>Independently introduce an informational topic present facts of topic recount a sequence of events, using temporal words. Use linking words connect events</p>	<p>Introduce an informational topic present facts use words to recount a sequence of events, use linking words, connect ideas, conclusions</p>
<p><b>Standard 10</b></p>	<p><b>Make accurate name use of standard English to communicate in grade-appropriate speech and writing</b></p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>	<p>Date:</p>
<p>L 1 MP 6 SP8</p>	<p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>). Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). MP 6 Attend to precision. SP8 Obtaining, evaluating, and communicating information</p>		<p>With support recognize and use some frequently occurring collective nouns use frequent verbs adjectives, adverbs, conjunctions produce simple sentences in response to prompts</p>	<p>With support use some nouns use the past tense of some frequently occurring irregular verbs use frequent adjectives adverbs, conjunctions produce and expand simple and some compound sentences.</p>	<p>Use collective nouns use the past tense of frequent irregular verbs use an increasing number of adjectives, adverbs conjunctions produce and expand simple, compound, and</p>	<p>Use abstract nouns use the past tense of irregular verbs use coordinating commonly used subordinating conjunctions adjectives, and adverbs produce expand simple compound sentences</p>