



Content Area: ELA

Grade Level: 2

Reporting Measure: Spelling

Level	Description
Above & Beyond (4.0)	I can create a chart that shows the rules of a spelling convention (for example, I can create a chart that lists all of the different pronunciations of words that contain <i>gh</i>, identifies patterns in <i>gh</i> word spellings, and provides examples of words that use these spelling patterns).
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
Proficient (3.0)	S1—I can spell words using spelling patterns (for example, I can explain the various sounds spelled with <i>gh</i> in words such as <i>tough</i> and <i>laugh</i>, <i>dough</i> and <i>though</i>, and <i>light</i> and <i>bright</i>). S2—I can spell common words with irregular spellings (for example, I can listen to a sentence read aloud that contains irregularly spelled words, such as <i>My friend and I enjoyed the beautiful weather on our walk</i>, and write down the sentence, spelling each word correctly). S3—I can use references, such as dictionaries and glossaries, to check and correct spelling (for example, I can identify words in a draft that look incorrect, list possible spellings of the words, and use a dictionary to see if my predicted spellings are correct).
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
Getting There (2.0)	S1—I know what certain words mean (for example, <i>compound word</i>, <i>consonant</i>, <i>letter</i>, <i>pattern</i>, <i>spelling</i>, <i>vowel</i>, <i>word families</i>) and can do things such as: - Say the sounds associated with each consonant. - Say the sounds associated with each vowel. - Say the sounds associated with each vowel pair. - List groups of consonants that work together to make a sound (such as <i>sm</i>, <i>str</i>, <i>squ</i>, <i>ch</i>). - List common word families such as (<i>ain</i>, <i>at</i>, <i>oil</i>). - Use knowledge of letter sounds to write out a spoken word. - Identify words that share similar spelling patterns (such as <i>cat</i>, <i>bat</i>, <i>mat</i> or <i>sight</i>, <i>light</i>, <i>fright</i>). - List words that sound as if they use a particular spelling pattern. S2—I know what certain words mean (for example, <i>consonant</i>, <i>irregular</i>, <i>letter</i>, <i>pattern</i>, <i>spelling</i>, <i>syllable</i>, <i>vowel</i>) and can do things such as: - Identify words that have spellings that don't match their sounds. - Break a word into syllables. - Identify parts of words with irregular spellings that match other spelling patterns. - Practice spelling words with irregular spellings. - Use a word with an irregular spelling in a sentence. S3—I know what certain words mean (for example, <i>alphabetical</i>, <i>dictionary</i>, <i>glossary</i>, <i>guide word</i>, <i>range</i>, <i>spell</i>) and can do things such as: - Explain what it means to put words in alphabetical order. - Demonstrate how to put a series of words in alphabetical order using the letters in each word. - Identify guide words in a dictionary or glossary. - Explain the purpose of guide words in a dictionary or glossary.

	• Identify whether a certain word would fall within the range of guide words on a specific page in a dictionary or glossary. • Identify words that are difficult to spell in a draft. • List possible spellings of a difficult word.
1.5	I can do some of the things at level 2.0 and at level 3.0.
Beginning (1.0)	I can do some of the things at level 2.0 and at level 3.0 with help.