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)	\$1—I know what certain words mean (for example, compound word, consonant, letter, pattern, spelling, vowel, word families) 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 sm, str, squ, ch). • List common word families such as (ain, at, oil). • Use knowledge of letter sounds to write out a spoken word. • Identify words that share similar spelling patterns (such as cat, bat, mat or sight, light, fright). • List words that sound as if they use a particular spelling pattern. \$2—I know what certain words mean (for example, consonant, irregular, letter, pattern, spelling, syllable, vowel) 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. \$3—I know what certain words mean (for example, alphabetical, dictionary, glossary, guide word, range, spell) 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.