Content Area: ELA Grade Level: 2

Reporting Measure: Editing

Level	Description
Above & Beyond (4.0)	• I can choose a punctuation or capitalization rule and create a chart that shows all of its uses (for example, I can create a chart that lists all of the different uses of commas, describes each use, and gives examples of each use).
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)	**E1—I can edit for contractions** (for example, I can rewrite a paragraph using contractions to replace verbs and negatives). **E2—I can edit for capitalization** (for example, in a group of sentences that do not have any proper nouns capitalized, I can circle all of the proper nouns and write out the words with correct capitalization next to the sentences). **E3—I can edit for punctuation** (for example, I can edit a letter to the teacher that explains what kind of pet would make a good class pet to make sure that it includes commas in the heading, greeting, list of reasons, and closing).
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)	**E1—**I know what certain words mean (for example, *apostrophe*, *contraction*, *irregular*, *positive*, *present*, *pronoun*, *tense*, *verb*) and can do things such as: • Identify apostrophes. • Identify the right form of the *to be* verb for different pronouns (such as *I am*, *he is*, *they are*). • Say that negative contractions can be formed by combining a verb with *not* and by replacing the *o* in *not* with an apostrophe (for example, *I have not* becomes *I haven't*). • List verbs that can form negative contractions (such as *can*, *would*, *should*, *could*, *have*, *will*, *has*). • List negative contractions that aren't formed using the normal rules for contractions (such as *can't*, *won't*). • Say that positive contractions can be formed in the present tense by combining the pronoun and verb into one word and by replacing the letters before the final consonant, or the final consonant followed by *-e*, with an apostrophe (for example, *I am* becomes *I'm*, *they have* becomes *they've*). • Point out contractions in a text. • Identify the two words that form a specific contraction. • Demonstrate how to form a contraction from a specific pair of words or a phrase. **E2—**I know what certain words mean (for example, *capitalize*, *common noun*, *lowercase*, *proper noun*, *title*, *uppercase*) and can do things such as: • Say that the first letters of sentences are always capitalized. • Say that the pronoun *I* is always capitalized. • Describe the difference between common and proper nouns. • List types of proper nouns that should always be capitalized (such as specific names of people, places, products, months, days). • Label each noun in a list of nouns as a proper noun or common noun. • Give an example of a proper noun that is a brand or product name (such as *Nike*, *Ford*, *McDonald's*).

	• Give an example of a proper noun that is a geographic place or feature. • Give an example of a proper noun that is a specific time of year. • Identify proper nouns in a text. • Replace a common noun in a sentence with an appropriate proper noun. **E3—**I know what certain words mean (for example, *body*, *closing*, *comma*, *date*, *greeting*, *heading*, *letter*, *part*, *punctuation mark*, *purpose*, *sentence*, *series*, *signature*) and can do things such as: • Say that sentences should always end in a punctuation mark. • Describe the purpose of a comma. • Point out where commas should go in a series of words or phrases. • Identify the parts of a letter (such as heading, greeting, body, closing, signature). • Identify where the comma should go in a date in the heading of a letter. • Identify where the comma should go in the greeting of a letter. • Identify where the comma should go in the closing of a letter.
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.