DESE K-2 DRAFT English Language Arts Performance Level Descriptors (PLD)
8-2020

With the help of many educators across Missouri, a DRAFT of the K-2 ELA PLDs are available for use and review. These PLDs were created using the Missouri Learning Standards, Show-Me Standards and existing PLDs in other content areas. Once drafted, the PLDs were revised multiple times by many experts in the field. The PLDs are in DRAFT form.

What are the K-2 ELA Performance Level Descriptors (PLD)?
They were created to:
- Provide details on the content progressions in English language arts in grades K-2.
- Describe the evidence needed to identify student proficiency along a progression of learning within each strand of reading literary and informational, writing, research and listening.
- Support the development of a broad range of skills and knowledge to meet the demands to be a twenty-first century literate person.
- Provide brief examples of what students at each grade level should know, understand, and be able to do.

Why should I use the K-2 Performance Level Descriptors (PLD)?
They were created to:
- Enable teachers to make and adjust instructional decisions to help move their students' learning forward.
- Plan instruction and identify opportunities to formatively assess student understanding.
- Assist teachers and schools in better understanding a student's performance.
- Make sense of students' reading and writing development.

Who will benefit from the K-2 Performance Level Descriptors (PLD)?
They were created to:
- Give teachers, parents/guardians, and students more information about the typical skills and knowledge a student demonstrates.
- Use to prompt educational discussions to enhance teachers and parents' understanding of their child's academic strengths and weaknesses.

Now, we ask for your feedback. Please use the PLDs in your classroom as you begin the school year and provide any feedback to Debbie Jameson, Director of English language arts –debbie.jameson@dese,mo.gov.
We will consider all suggestions for possible revisions this fall.

Reading Literary and Informational		
Progressing	**On Track**	**Excelling**
Students in the Progressing level demonstrate a partial/uneven command of skills and processes. They demonstrate these skills inconsistently and partially on below grade-level text and/or grade-level.	Students in the On Track level demonstrate a competent command of the skills and processes. They demonstrate these skills adequately, consistently and skillfully with grade-level and/or complex texts.	Students in the Excelling level demonstrate a complete/thorough command of skills and processes. They exhibit these skills effectively and extensively with grade-level and/or complex texts.
In reading comprehension, with assistance: • Identifies text features but does not use them to infer or draw conclusions • Make predictions that are not related to the cover, illustrations • Make connections among the text • Remember and talk about the important events or ideas in a simple text • Identify recurring characters or settings when applicable • Able to only compare or contrast adventures of characters in familiar stories • Understand the meaning of a few words that are new but easy to understand in the context of the text and with picture support • Use knowledge of language structure to anticipate the text • Engage in texts with basic understanding	**In reading comprehension, with assistance:** • Identify text features to infer and draw conclusions • Make predictions based on cover, title, author, illustrations • Identify basic similarities/differences between two texts on same topic • Retell main ideas/important facts from a read aloud or familiar story • Identify beginning, middle and end, setting • Compare and contrast adventures of characters in familiar stories • Ask and answer questions to clarify meaning and unknown words • Recognize sensory details and reoccurring phrases and respond to rhythm, rhyme and examples of sensory details. • Independently, read and engage in appropriate texts with purpose and understanding	**In reading comprehension:** • Identify text features to infer and draw conclusions between multiple texts • Explain simple predictions • Retell by recognizing beginning, middle, end and setting • Tell the problem and solution from a story as well as the steps to get to the solution • Read appropriate grade level texts with fluency (rate, expression, accuracy, phrasing) with purpose and comprehension

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In word recognition/vocabulary: • Understand words that show action: e.g., *play, ride, ran* • Recognize and understand labels for familiar objects, animals, people, the human body, weather, daily activities • Identifies most upper/lowercase letters • Understand the concept of a word • Say a word slowly to hear and identify the first sound and connect that sound to a letter • Hear and connect rhyming words: e.g., *fly, high, buy, sky* • Hear and divide onsets and rimes: e.g., *m-en, bl-ack* • Hear and say two phonemes (sounds) in a word: e.g. */a/ /t/* • Isolate either the initial/medial or final sounds in spoken words • Segment spoken words into 2 phonemes • Recognize high frequency words	**In word recognition/vocabulary:** • Distinguish meaning between verbs with same action (example, jump/hop) • Understand opposites • Sort pictures/words into conceptual categories • Identify all upper/lowercase letters • Knowing sentences are made up of groups of words and words made up of different letters • Demonstrate one-to-one correspondence • Identify sounds in spoken words • Producing rhymes in response to spoken words • Recognize spoken words that begin with initial sound • Blend spoken onsets/rimes and spoken phonemes to form simple words • Isolate initial, medial and final sounds in spoken words • Segment spoken words into 2-3 phonemes • Recognize that new words can be created when letters are changes, added, or deleted • Read high frequency words	**In word recognition/vocabulary:** • Use verbs appropriately • Create categories for a group of pictures/words • Produce and identify sounds of spoken words. • Blend spoken onsets/rimes and spoken phonemes to form words • Segment spoken words of three or more phonemes into individual phonemes. • Change initial, medial, final sounds in spoken words to make new words • Decode words in text by applying letter/sound knowledge *and* words with common spelling patterns • Read high frequency words

Writing		
Progressing	**On Track**	**Excelling**
Students in the Progressing level demonstrate a partial/uneven command of skills and processes. They demonstrate these skills inconsistently and partially on below grade-level text and/or grade-level.	**Students in the On Track level demonstrate a competent command of the skills and processes. They demonstrate these skills adequately, consistently and skillfully with grade-level and/or complex texts.**	**Students in the Excelling level demonstrate a complete/thorough command of skills and processes. They exhibit these skills effectively and extensively with grade-level and/or complex texts.**
In composing: With assistance, use an appropriate composing process to draw/write: ■ Narrative text by narrating a story or personal event, telling about a character or person, places events in a logical order but lacks transitional language. Story sounds more like a list of events than a cohesive story. ■ Informational text by informing the reader, but may include information on unrelated/variety of topic (lack of focus/does not stay on one topic) ■ Opinion text states more facts or misconceptions than the opinion of the student **In grammar, usage and mechanics:** • Understand that a teacher may point out something in shared or interactive writing that needs to be changed In written text • Understand word boundaries and words have space between them • Ends some sentences with punctuation • Write name conventionally (all capital letters or capital letter and lowercase) • Use knowledge of own speech to connect sounds to letters or words	**In composing:** With assistance, use an appropriate composing process to draw/write: • Narrative text by narrating a story or personal event, telling about a character or person event, placing events in logical order, using words related topic, providing a reaction to story • Informational text by informing about a topic, using words related to topic • Opinion text by telling an opinion, giving logical reasons for following this opinion, using words related to topic • Respond to questions and suggestions by revising work, editing for spaces between words and publish work with assistance **In grammar, usage and mechanics** To compose and edit, use standard English grammar to: • Demonstrate the use of complete sentences in shared language activities • Use question words in sentences In written text • Print in upper/lowercase letters • Capitalize own first/last name, pronoun I and first word in sentence • Recognize sentence ends with punctuation • Write/name letters for consonants and vowel sounds • Spell own first/last name • Use inventive spelling with beg/medial/end sounds	**In composing:** Use an appropriate composing process to produce: • Narrative text with a beginning, middle and end to describe the story/events in logical order and appropriate vocabulary • Informational text with an opening, key facts and some closure and appropriate vocabulary • Opinion text with an opening and some closure, an opinion with a reason and appropriate vocabulary • Revise, edit and publish work with assistance **In grammar, usage and mechanics** • To compose and edit, use standard English grammar to produce complete simple sentences in written text • To use and edit standard English mechanics (ending punctuation, capitalization of first word, names, and pronoun I) in written text • Spell words using regular spelling patterns and phonetically using phonemic awareness with beg/medial/end sounds

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Listening		
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Throughout the day: • Speaks in fragmented/incomplete phrases when sharing with others • Demonstrates comprehension of read-alouds and independent reading by retelling when prompted. Questions are off topic and/or unrelated to the text. • Follow a topic and add to discussion • Tell personal experiences in an understandable sequence • Take turns when speaking with others	Throughout the day: • Speak clearly and audibly using complete sentences • Demonstrate comprehension of read-alouds and independent reading by retelling and asking appropriate questions • Describe personal experiences • Takes turns speaking while continuing a conversation	Throughout the day: • Speak clearly and to the point • Confirm comprehension of read-alouds and independent reading by retelling and asking appropriate questions • Add to conversations and discussions.

Research		
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In research: Decide what people can answer their questions • Gather information from sources provided • Make a drawing of an object or process and approximate writing or talking	**In research:** With assistance, apply the research process to: • Decide what sources or people can answer their questions • Gather evidence from sources • Use pictures in conjunction with writing when documenting research	**In research:** Apply the research process to: • Gather evidence from sources • Produce presentations using pictures and writing that clearly communicate information

Reading Literary and Informational		
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In reading comprehension: • Generate limited retelling, recognizing some aspects of beginning, middle and end. May lack key details • Identify some reasons an author gives to support points in a text • Make basic comparisons between characters in two texts. Identify similarities and differences between two texts on the same topic • Read approaching grade level texts with guidance, for increasingly sustained periods • Read approaching grade level texts with moderate fluency and adequate comprehension	In reading comprehension: • Use text features, parts of a book and text structures to restate the main idea and locate information • Understand and make simple predictions. • Generate appropriate retelling recognizing beginning, middle and end in sequence including key details • Read, infer, and draw conclusions to identify reasons an author gives to support points in a text • Compare and contrast adventures and experiences of characters in multiple stories and similarities/differences between texts on the same topic • Read independently for multiple purposes for sustained periods • Read appropriate grade level texts with fluency (rate, expression, accuracy, phrasing) with purpose and comprehension • Monitoring comprehension and making corrections and adjustments when meaning breaks down	In reading comprehension: • Understand and make reasonable predictions supported by evidence from the text • Generate appropriate summary with main ideas and key details • Analyze texts to develop in-depth understanding and draw complex inferences. Identify and evaluate reasons an author gives to support points in a text • Read above grade level texts independently for multiple purposes for sustained periods • Read above grade level texts with fluency, purpose and advanced comprehension

Reading Literary and Informational		
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In word recognition and vocabulary: • Produce and identify sounds and syllables of spoken words with moderate accuracy • Distinguish between most long and short vowel sounds • Blend spoken phonemes in words containing three to five individual phonemes with moderate accuracy • Segment spoken words into two or three phonemes with moderate accuracy	In word recognition and vocabulary: • Recognize sentences are comprised of words separated by spaces and identify distinguishing features of a sentence. • Produce and identify sounds and syllables of spoken words • Distinguish short and long vowel sounds. • Blend spoken phonemes, including consonant blends, to form words • Segment spoken words of three to five phonemes into individual phonemes • Decode words in text by applying letter/sound knowledge including consonant blends, consonant digraphs, *and* words with common spelling patterns • Use inflectional endings and syllabication patterns to decode words • Read high frequency words • Identify compound words and contractions • Use context to determine the meanings of unfamiliar words either heard or read. • Use reference materials to find and spell unknown words	In word recognition and vocabulary: • Use letter/sound knowledge to decode multi-syllabic words in text • Use limited context to determine the meanings of unfamiliar and multiple meaning words in text

Writing		
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In composing: Use an appropriate composing process to produce: • Narrative text with a simple beginning, middle and end, using basic vocabulary • Informational text with an opening and some relevant facts, using basic vocabulary • Opinion text that states an opinion supported by one or more reasons, using basic vocabulary **In grammar, usage and mechanics:** • Partially revise, edit and publish work with assistance. • Demonstrate limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling in written text	**In composing:** Use an appropriate composing process to produce: • Narrative text with a beginning, middle and end to describe the story/events in logical order and appropriate vocabulary • Informational text with an opening, key facts and some closure and appropriate vocabulary • Opinion text with an opening and some closure, an opinion with a reason and appropriate vocabulary • Revise, edit and publish work with assistance **In grammar, usage and mechanics:** • To compose and edit, use standard English grammar (common nouns, action verbs, adjectives, adverbs, conjunctions, prepositions, pronouns to produce complete simple and compound sentences) in written text • To use and edit standard English mechanics (ending punctuation, commas to separate words in a series, capitalization of names) in written text • Spell words using regular spelling patterns and phonetically using phonemic awareness and spelling knowledge	**In composing:** Use an appropriate composing process to produce: • Narrative text with a beginning, middle and end, descriptive language, and characterization, using advanced vocabulary • Informational text with an introduction and conclusion, relevant facts, and vocabulary specific to the topic • Opinion text with an introduction and conclusion, an opinion supported by relevant reasons and advanced vocabulary **In grammar, usage and mechanics:** • Revise, edit and publish work with limited assistance

Listening		
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Throughout the day: • Use oral communication to convey messages. Listeners may require some clarification to understand points • Demonstrate basic understanding of read-alouds and independent reading through retelling and asking questions	**Throughout the day:** • Speak clearly and to the point • Confirm comprehension of read-alouds and independent reading by retelling and asking appropriate questions	**Throughout the day:** • Speak clearly and to the point for a variety of purposes and a range of audiences • Respond to read-alouds, independent reading, and other speakers by restating key points, asking clarifying and extending questions, and offering relevant insights

Research		
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In research: With assistance in groups or individually, apply the research process to: • Gather limited evidence from available sources • Informally present information gathered	**In research:** With assistance in groups or individually, apply the research process to: • Gather evidence from sources • Produce presentations that clearly communicate information	**In research:** With limited assistance, apply the research process to: • Generate key questions, gather and organize relevant evidence from multiple sources • Produce presentations that clearly communicate information

Reading Literary and Informational

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In reading comprehension: • Use basic text features and structures to support general understanding of text • Demonstrate basic understanding of texts, including simple inferences • Determine simple cause and effect and problem / solution relationships • Read, infer and draw conclusions by generally describing characters and story elements in narrative and informational texts • Generate basic retelling of events or ideas in text while citing text-based evidence • Seek clarification and respond to text, citing general evidence • Read independently for multiple purposes • Read approaching grade level texts with moderate fluency and adequate comprehension • Sometimes monitors comprehension and may or may not make corrections and adjustments when meaning breaks down	In reading comprehension: • Use text features, parts of a book, text structures to interpret text • Determine simple cause and effect and problem/solution relationships • Read, infer and draw conclusions to understand characters, story elements, narrator and point of view • Generate appropriate retelling of events or ideas by describing the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson while citing text-based evidence • Seek clarification and respond to text citing text-based evidence • Read independently for multiple purposes for sustained period • Read appropriate grade level texts with fluency (rate, expression, accuracy, phrasing) with purpose and comprehension • Consistently monitors comprehension and making corrections and adjustments when meaning breaks down	In reading comprehension: • Analyze texts to develop in-depth understanding and draw complex inferences • Describe cause and effect and problem/solution relationships and their impact • Read, infer, analyze and draw conclusions from a variety of genres to develop insightful understanding of characters and story elements • Describe the effect of the narrator's point of view • Discuss implications of text including central message, citing appropriate text-based evidence • Use text-based evidence to support well-developed analysis and interpretation of text • Respond to text, making text-to-text and text-to-world connections • Read complex grade-level and above grade level texts independently for multiple purposes for sustained periods while monitoring comprehension

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In word recognition/vocabulary: • Use letter/sound correspondences to partially decode multi-syllabic words in text • Demonstrate basic skill in decoding words with vowel diphthongs, digraphs and r- controlled vowels • Use roots and common affixes to support understanding of unfamiliar words • Use simple synonyms and antonyms • Demonstrate limited use of context to determine the meanings of unfamiliar or multiple meaning words • Use simplified reference tools to determine the meaning of unfamiliar words	In word recognition/vocabulary: • Decode multi-syllabic words by applying letter/sound correspondences while in text • Decode words with vowel diphthongs, digraphs and r-controlled vowels • Use roots and affixes to understand unfamiliar words • Apply knowledge of words and word meanings to determine the relationships between pairs of words • Use synonyms and antonyms • Use context to determine the meanings of unfamiliar or multiple meaning words • Use reference materials to determine the meaning or pronunciation	In word recognition/vocabulary: • Decode multi-syllabic words in text with automaticity • Describe the meanings of common affixes • Apply analysis of roots and affixes to understand a broad range of unfamiliar words • Describe the relationship between pairs of words based on advanced knowledge • Use precise synonyms and antonyms to enhance communication • Use print and digital reference materials to determine the relevant meaning and pronunciation of words, including those with multiple meanings

Writing		
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In composing: Use an appropriate composing process to produce: • Narrative text with a basic beginning, middle and end, including simple descriptive language, characterization, and vocabulary • Informational text with a basic introduction, conclusion, generally developed points, and basic vocabulary • Opinion text with a basic introduction and conclusion, an opinion with supporting reasons, and basic vocabulary • Partially revise, edit and publish work with assistance **In grammar, usage and mechanics:** • Demonstrate limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling • Spells words using regular spelling patterns and phonetically using phonemic awareness and spelling knowledge	In composing: Use an appropriate composing process to produce: • Narrative text with a beginning, middle and end, descriptive language, characterization and appropriate vocabulary • Informational text with an introduction and conclusion, developed points and appropriate vocabulary • Opinion text with an introduction and conclusion, an opinion with supporting reasons and appropriate vocabulary • Revise, edit and publish work with assistance **In grammar, usage and mechanics:** • To compose and edit, use standard English grammar (nouns/pronouns, collective/common nouns, helping and regular verbs, adjectives and adverbs) in producing simple declarative, imperative, exclamatory and interrogative sentences • In written text, use and edit standard English mechanics (quotation marks in dialogue, apostrophes in contractions, capitalization of months, days, holidays and titles of people) • Spells known words and words with irregular spelling patterns • Spells and uses plural nouns with endings and nouns that change spelling in plural form	In composing: Use an appropriate composing process to produce: • Narrative text with a well-developed story arc, sensory details, descriptive language, well-developed characterization, and advanced vocabulary • Informational text with a clear structure that supports the author's purpose, including a well-developed introduction and conclusion, thoroughly supported points, and advanced domain specific vocabulary • Opinion text with a clearly stated thesis, fully developed supporting reasons, and advanced vocabulary • Revise, edit and publish work with limited assistance **In grammar, usage and mechanics:** • Demonstrate advanced command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Listening		
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Throughout the day: • Use oral communication to convey message. Listeners may require some clarification to understand points • Demonstrate basic understanding of read-alouds and independent reading through retelling and asking questions	Throughout the day: • Speak clearly and to the point • Confirm comprehension of read-alouds and independent reading by retelling and asking appropriate questions	Throughout the day: • Speak clearly and to the point for a variety of purposes and a range of audiences • Respond to read-alouds, independent reading, and other speakers by restating key points, asking clarifying and extending questions, and offering relevant insights

8-2020

Research		
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In research: Apply the research process by • Gather basic information from sources • Create simple presentations based on research	**In research:** Apply the research process by • Create own question to find information • Gather evidence from literary and informational sources • Record information for presentations	**In research:** Apply the research process to • Generate key questions • Gather relevant evidence from multiple sources • Produce presentations that clearly communicate information

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