

2nd Grade Writing

Operations and Algebraic Thinking

Trimester	Standard	Writes with organization, clarity, and focus as appropriate to task, purpose, and audience			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 3	Narrative	<p>The student seldomly produces a clear and coherent recount of a well elaborated event. Usually:</p> <ul style="list-style-type: none"> Includes details to describe actions, thoughts, and feelings. uses temporal words provides a sense of closure 	<p>The student sometimes produces a clear and coherent recount of a well elaborated event. Usually:</p> <ul style="list-style-type: none"> Includes details to describe actions, thoughts, and feelings. uses temporal words provides a sense of closure 	<p>The student usually produces a clear and coherent recount of a well elaborated event. Usually:</p> <ul style="list-style-type: none"> Includes details to describe actions, thoughts, and feelings. uses temporal words provides a sense of closure 	<p>The student is able to write narratives to develop real or imagined experiences or events that unfold naturally using narrative technique, descriptive actions, thoughts, and feelings, dialogue, clear event sequences, temporal phrases, and provide a sense of closure.</p>
2	Informational	<p>The student seldomly produces a clear and coherent piece where he/she introduces a topic, uses evidence-based facts to develop points, and provides a conclusion.</p>	<p>The student sometimes produces a clear and coherent piece where he/she introduces a topic, uses evidence-based facts to develop points, and provides a conclusion.</p>	<p>The student usually produces a clear and coherent piece where he/she introduces a topic, uses evidence-based facts to develop points, has sections for different types of information on a topic and provides a conclusion.</p>	<p>The student is able to produce clear and coherent informative/explanatory text to examine a topic and develop the topic with facts, definitions, and details across many pages using words to prove they are an expert, and provide a conclusion.</p>
2	Opinion	<p>The student seldomly produces a clear and coherent piece where he/she:</p> <ul style="list-style-type: none"> introduces the topic or book they are writing about states an opinion supplies reasons that support the opinion uses linking words to connect reason, 	<p>The student sometimes produces a clear and coherent piece where he/she:</p> <ul style="list-style-type: none"> introduces the topic or book they are writing about states an opinion supplies reasons that support the opinion uses linking words to connect reason, 	<p>The student usually produces a clear and coherent piece where he/she:</p> <ul style="list-style-type: none"> introduces the topic or book they are writing about states an opinion supplies reasons that support the opinion uses linking words to connect reason, 	<p>The student is able to write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons, provide examples and use linking words/ phrases and</p>

		<ul style="list-style-type: none"> provides a conclusion. 	<ul style="list-style-type: none"> provides a conclusion. 	<ul style="list-style-type: none"> provides a conclusion. 	provide a conclusion.
1, 2, 3	Develops and strengthens writing	The student seldomly develops and strengthens writing by using adjectives, adverbs, strong words, actions, and dialogue as needed to enhance writing.	The student sometimes develops and strengthens writing by using adjectives, adverbs, strong words, actions, and dialogue as needed to enhance writing.	The student usually develops and strengthens writing by using adjectives, adverbs, strong words, actions, and dialogue as needed to enhance writing.	The student is able to develop and strengthen writing by using an array of robust above grade level language.

Language					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Uses grade-level vocabulary and grammar	The student seldomly produces complete simple and compound sentences. Uses collective nouns, irregular plural nouns, and verb tenses correctly.	The student sometimes produces complete simple and compound sentences. Uses collective nouns, irregular plural nouns, and noun verb agreement correctly.	The student usually produces complete simple and compound sentences. Uses collective nouns, irregular plural nouns and noun verb agreement correctly.	The student is able to produce simple, compound, and complex sentences correctly. Form and use regular and irregular plural nouns, abstract nouns, regular and irregular verbs, comparative and superlative adjectives/adverbs and ensure subject-verb and pronoun-antecedent agreement.
1	Uses grade-level punctuation and capitalization	The student seldomly uses appropriate grade level capitalization (Beginning of sentences, names, and I) and punctuation correctly.	The student sometimes uses appropriate grade level capitalization (Beginning of sentences, names, and I) and punctuation correctly.	The student usually uses appropriate grade level capitalization (Beginning of sentences, names, and I) and punctuation correctly.	The student is able to use above grade-level capitalization and punctuation correctly: <ul style="list-style-type: none"> Addresses Titles Dialogue
2, 3	Uses grade-level punctuation and capitalization	The student seldomly uses appropriate grade level capitalization (Beginning of sentences, names, I, holidays, places,	The student sometimes uses appropriate grade level capitalization (Beginning of sentences, names, I, holidays, places,	The student usually uses appropriate grade level capitalization (Beginning of sentences, names, I, holidays, places,	The student is able to use above grade-level capitalization and punctuation correctly: <ul style="list-style-type: none"> Addresses Titles

		abbreviations) and punctuation correctly.	abbreviations) and punctuation correctly.	abbreviations) and punctuation correctly.	<ul style="list-style-type: none"> Dialogue
1	Uses grade-level punctuation and capitalization	The student seldomly applies grade-level spelling patterns that were taught. <ul style="list-style-type: none"> Short vowel One & two syllable -ing ending Glued sounds Contractions Silent e 	The student sometimes applies grade-level spelling patterns that were taught. <ul style="list-style-type: none"> Short vowel One & two syllable -ing ending Glued sounds Contractions Silent e 	The student usually applies grade-level spelling patterns that were taught. <ul style="list-style-type: none"> Short vowel One & two syllable -ing ending Glued sounds Contractions Silent e 	The student is able to apply above-grade level spelling patterns correctly. <ul style="list-style-type: none"> word families, position-based spellings syllable patterns, ending rules, meaningful word parts
2, 3	Applies grade level spelling patterns	The student seldomly applies grade-level spelling patterns that were taught. <ul style="list-style-type: none"> Vowel teams R-controlled Oi, oy Plural nouns Suffixes 	The student sometimes applies grade-level spelling patterns that were taught. <ul style="list-style-type: none"> Vowel teams R-controlled Oi, oy Plural nouns Suffixes 	The student usually applies grade-level spelling patterns that were taught. <ul style="list-style-type: none"> Vowel teams R-controlled Oi, oy Plural nouns Suffixes 	The student is able to apply above-grade level spelling patterns correctly. <ul style="list-style-type: none"> word families, position-based spellings syllable patterns, ending rules, meaningful word parts