

English Lang Arts (ELA), Grade 2 Opinion Writing

LA.02.WR.ALT.01: I can write opinion pieces on a topic or book, stating an opinion with supporting reasons.

LA.02.WR.AST.1.1: **Focus** and Organizational Structure: I can introduce a topic or book I am writing about and state an opinion.

LA.02.WR.AST.1.2: **Elaboration:** I can give reasons that support the opinion.

LA.G2.WR.AST.1.3: **Transitions:** I can use linking words (e.g., because, and, also) to connect opinion and reasons

LA.02.WR.AST.1.4: **Conclusion:** I can provide a concluding statement or section.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • Focus: Writing introduces a topic or text in a clear and compelling way. Writing states a clear and concise opinion. • Elaboration: Writing gives multiple compelling reasons that support the opinion. • Transitions: Writing uses a variety of effective linking words (e.g., because, and, also) to connect opinion and reasons. • Conclusion: Writing provides a compelling conclusion. 	<ul style="list-style-type: none"> • Focus: Writing introduces a topic and states an opinion. • Elaboration: Writing provides reasons for the opinion. • Transitions: Writing uses linking words (e.g., because, and, also) to connect opinions and reasons. • Conclusion: Writing provides a conclusion. 	<ul style="list-style-type: none"> • Focus: Writing attempts to tell the topic, however, it may be unclear or confusing. • Elaboration: Writing provides a reason for the opinion. • Transitions: Writing ineffectively and/or inconsistently uses linking words to connect opinion and reasons. • Conclusion: Writing provides a sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing does not tell the topic and/or it is unrelated. • Elaboration: Writing lacks reasons for opinion. • Transitions: Writing does not use linking words to connect opinion and reasons. • Conclusion: Writing does not have a conclusion.

English Lang Arts (ELA), Grade 2 Informative/Explanatory Writing

LA.02.WR.ALT.02: I can write informative/explanatory texts to introduce a topic and develop points.

LA.02.WR.AST.2.1: **Focus and Organizational Structure:** I can introduce a topic.

LA.02.WR.AST.2.2: **Elaboration:** I can use facts and definitions to develop a topic.

LA.02.WR.AST.2.3: **Conclusion:** I can provide a concluding statement or section.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • Focus: Writing effectively introduces a focused topic. • Elaboration: Writing provides pertinent facts and definitions to develop a topic. • Conclusion: Writing provides a strong and relevant concluding statement or section. 	<ul style="list-style-type: none"> • Focus: Writing introduces a topic. • Elaboration: Writing provides facts and definitions to develop a topic. • Conclusion: Writing provides a concluding statement or section. 	<ul style="list-style-type: none"> • Focus: Writing attempts to introduce a topic, but is unclear. • Elaboration: Writing provides simplistic facts and definitions to develop a topic. • Conclusion: Writing provides a simplistic concluding statement or section. 	<ul style="list-style-type: none"> • Focus: Writing does not introduce a topic. • Elaboration: Writing lacks facts and/or details that support the development of a topic. • Conclusion: Writing lacks a concluding statement or section.

English Lang Arts (ELA), Grade 2 Narrative Writing

LA.02.WR.ALT.03: I can write narratives to recount a well elaborated event or a short sequence of events including details to describe actions.

LA.02.WR.AST.3.1: **Focus and Organizational Structure:** I can recount two or more sequenced events.

LA.02.WR.AST.3.2: **Elaboration:** I can give some details to describe actions, thoughts and feelings.

LA.02.WR.AST.3.3: **Transitions:** I can use temporal words to signal order.

LA.02.WR.AST.3.5: **Conclusion:** I can provide some sense of closure.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • Focus: Writing effectively recounts more than two clearly connected sequenced events. • Elaboration: Writing includes a variety of strong details about what happened. • Transitions: Writing effectively uses a variety of temporal words to signal order. • Conclusion: Writing provides a strong and relevant sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing recounts two clearly connected sequenced events. • Elaboration: Writing includes some details about what happened. • Transitions: Writing uses temporal words to signal order. • Conclusion: Writing provides some sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing recounts two unconnected sequenced events, or a single event. • Elaboration: Writing includes few and/or unrelated details about what happened. • Transitions: Writing uses some and/or repetitive temporal words to signal order. • Conclusion: Writing provides a general sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing lacks a clear sequence of events. • Elaboration: Writing lacks details about what happened. • Transitions: Writing lacks temporal words to signal order. • Conclusion: Writing provides no sense of closure.