



English Language Arts Grade 2

Compose and Create

Outcome		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CC2.2 Represent I can represent my ideas clearly in many different ways. I include the main details.	Message (I prepare thoughtful and clear compositions and presentations.)	<ul style="list-style-type: none"> I can represent, with teacher modelling and direction, a few important ideas and events in sequence to share a basic message with some detail. 	<ul style="list-style-type: none"> I can represent, with prompting, some important ideas, details and events, in sequence and with some detail, to share a basic message. 	<ul style="list-style-type: none"> I can represent ideas, feelings, facts and experiences in sequence and with detail to create a clear message. 	<ul style="list-style-type: none"> I can independently represent ideas, feelings, facts and experiences to create an original and well detailed message.
	Strategies (I can use tools that help me accomplish the task, before, during and after.)	<ul style="list-style-type: none"> I can use, with teacher prompting and modelling, a few basic before, during and after strategies to create and share ideas and understanding. I follow a teacher's modeled text form. 	<ul style="list-style-type: none"> I can use, with teacher prompting and support, basic before, during, and after strategies to create and share ideas and understanding. I can use some simple text forms. 	<ul style="list-style-type: none"> I can choose and use before, during, and after strategies to create and share ideas and understanding. I consider and choose appropriate text form (e.g. model, diagram, play) to represent ideas and stories. 	<ul style="list-style-type: none"> I can choose and explain strategies to share ideas and understanding on my own. I consider and choose from a variety of text forms according to my purpose (e.g. model, diagram, play) to represent ideas and stories.



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	Cues (I can control the elements of communication.) AND Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I have little awareness of my task, purpose or focus when I represent. I am uncertain of the audience and task; I can set a purpose with teacher modelling and support. 	<ul style="list-style-type: none"> I am aware of my task and focus, but I am not always certain of my purpose when representing. I consider the task and the audience, and I can set a purpose with prompting. 	<ul style="list-style-type: none"> I can set a purpose and a focus when representing. I am aware of my audience. I have a purpose and a focus. 	<ul style="list-style-type: none"> I have a clear understanding of my purpose and audience. I include the ideas and information that my audience might need.
Comments					
CC2.3 Speak I can speak clearly so people can hear me in	Message (I prepare thought and clear compositions and presentations.)	<ul style="list-style-type: none"> I can retell, with teacher modelling, stories, experiences, information and directions using few details and with some facts out of order. I can sometimes offer my opinion and sometimes can give a few reasons for it, with help. 	<ul style="list-style-type: none"> I can retell, with prompting, stories and experiences, information and directions, with some details and with most facts in order. I can offer my opinion and give some reasons for it, with prompting. 	<ul style="list-style-type: none"> I can retell stories and experiences, in order, give directions and report on a topic with clear and appropriate detail. I can offer my opinion and give reasons for it. 	<ul style="list-style-type: none"> I can independently retell stories and experiences, give directions and report on a topic with clear and appropriate detail I can clearly express my opinion and give well-supported reasons for it.



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front of an audience I know. I can say things in order.		<ul style="list-style-type: none"> I can sometimes participate in a conversation using limited language. I need help to explain what I understand. I can give simple directions with help. 	<ul style="list-style-type: none"> I can participate in a conversation using simple language. I try to explain my understanding of ideas, but may need prompting. I can give directions that might leave out some information. 	<ul style="list-style-type: none"> I can start a conversation and keep it going. I can explain my understanding of new ideas. I can give directions. 	<ul style="list-style-type: none"> I can start a conversation and keep it going using rich language. I can explain my understanding of new ideas with details. I can give clear and detailed directions.
	Strategies (I can use tools that help me accomplish the task, before, during and after.)	<ul style="list-style-type: none"> I rarely take turns when speaking. I offer ideas and ask questions with the teacher's help. I can manage to stay on topic for a little while in class discussions, with the teacher's help. 	<ul style="list-style-type: none"> I sometimes take turns when speaking. I sometimes offer ideas and ask questions. I try to stay on topic in class, but sometimes I wander off. 	<ul style="list-style-type: none"> I take turns when speaking. I share my ideas and ask meaningful questions. I stay on topic in class discussions. 	<ul style="list-style-type: none"> I consistently take turns when speaking. I actively participate in class discussions, and contribute ideas and questions. I can stay on the topic and contribute meaningfully to class discussion on my own.



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		<ul style="list-style-type: none"> I use a few before, during, and after strategies for speaking, with the teacher's help. 	<ul style="list-style-type: none"> I use some before, during, and after strategies for speaking. 	<ul style="list-style-type: none"> I use before, during, and after strategies for speaking. 	<ul style="list-style-type: none"> I use a variety of before, during, and after strategies according to my purpose for speaking.
	Cues (I can control the elements of communication.) AND Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I can speak, with encouragement and modelling, in a clear voice sometimes using appropriate volume and pace. I use a modelled format and do not always stick to the topic or make sense. I am not able to organize messages. 	<ul style="list-style-type: none"> I can speak clearly and usually use appropriate volume and pace. I try to stick to one topic and make sense, but I am not always clear and sometimes parts of my message do not flow. 	<ul style="list-style-type: none"> I can speak and read aloud in a clear voice with an appropriate volume, pace and expression. I can stick to one topic (using main ideas and supporting details) and make sense. 	<ul style="list-style-type: none"> I can adjust my volume, tone, pacing and expression to enhance the presentation, and I use gestures to add to the message. I can stick to one topic (organized and flows from beginning to end) and create a particular effect
Comments					
CC2.4 Write	Strategies (I can use before, during, and after strategies with practice and help	<ul style="list-style-type: none"> I can work through the stages of the writing process with the help of the teacher. 	<ul style="list-style-type: none"> I can work through some stages of the writing process and am working on others. 	<ul style="list-style-type: none"> I can work through most of the stages of the writing process. 	<ul style="list-style-type: none"> I can work through all the stages of the writing process and demonstrate stamina on my own.



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I can write stories, poems, letter to people I know, reports, and what I see with details that fit. I use clear and complete sentences. I can write a paragraph of at least six sentences.	from my teacher.) The writing process	<ul style="list-style-type: none"> I can use only some of the before, during and/or after strategies with help. I only “fix up” with help for an audience outside of my classroom. I try to complete and polish some of my writing. 	<ul style="list-style-type: none"> I use some simple before, during, and/or after strategies. I do some basic “fixing up” that someone has suggested for an audience outside of my classroom. I can complete several polished pieces of writing throughout the year. 	<ul style="list-style-type: none"> I can use meaningful before, during and after strategies that have been taught in class. I can extend, rework, and polish ideas for an audience outside of my classroom. I can create 8 polished pieces of writing through the year. 	<ul style="list-style-type: none"> I control my own use of before, during and after strategies in meaningful ways according to my purpose for writing. I revise and polish my compositions and presentations confidently and independently for any audience. I can create more than 8 polished pieces of writing.
	Pre-writing	<ul style="list-style-type: none"> My pre-writing is insufficient. There is no connection between my draft and the pre-writing. 	<ul style="list-style-type: none"> My pre-writing sketches the ideas of the text. My draft is somewhat connected to the pre-writing. 	<ul style="list-style-type: none"> The pre-writing is complete. There is a connection between the draft and the pre-writing. 	<ul style="list-style-type: none"> The pre-writing is extensive. The draft has a strong connection to the pre-writing.



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	Revision or “Fixing Up”	<ul style="list-style-type: none"> I make one or two language corrections, with help. 	<ul style="list-style-type: none"> I make quite a few language corrections, and begin to pay attention to the content. 	<ul style="list-style-type: none"> I correct my text systematically, with a few changes to the content and many language corrections. 	<ul style="list-style-type: none"> I correct my text thoroughly, the content, the structure, and the language.
	Message (I prepare thoughtful and clear compositions and presentations.) Ideas	<ul style="list-style-type: none"> I can write, with teacher modelling and teacher direction, stories, poems, friendly letters, reports and observations of just a few sentences. I provide limited detail to develop the main idea. I create and use character with help. 	<ul style="list-style-type: none"> I can write, with prompting, basic stories, poems, friendly letters, reports and observations following a model of just under six sentences. I can use some detail in my writing. I am beginning to use characters. 	<ul style="list-style-type: none"> I can write stories, poems, friendly letters, reports and observations using detail in clear sentences and paragraphs of at least 6 sentences. I can use appropriate detail. I can write using more than one character and some dialogue in narratives 	<ul style="list-style-type: none"> I can write independently original stories, poems, friendly letters, reports and observations to explain, describe and persuade in more than 6 sentences. I provide extensive detail. I can include a number of characters and dialogue in narratives.
	Organization	<ul style="list-style-type: none"> I still need order in my writing. I have tried to begin. 	<ul style="list-style-type: none"> There is an order in my writing. There is a beginning. 	<ul style="list-style-type: none"> The order is clear. There is a longer beginning. 	<ul style="list-style-type: none"> The order makes the big idea stand out. The beginning pulls the reader into the text.



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		<ul style="list-style-type: none"> There is no middle and no ending. 	<ul style="list-style-type: none"> There is a bit of a middle. There is an ending. 	<ul style="list-style-type: none"> There is a middle. There is a concluding sentence. 	<ul style="list-style-type: none"> There is a well-developed middle. The conclusion has several sentences.
	Voice	<ul style="list-style-type: none"> There are few feelings in my text. Pictures can sometimes show feelings. 	<ul style="list-style-type: none"> There is some feeling in the words and punctuation. Pictures show feelings. 	<ul style="list-style-type: none"> Feelings like sadness, joy, or surprise come out. Pictures can make the feelings clear. 	<ul style="list-style-type: none"> Feelings are very strong. Pictures add feelings and tell about me as an author.
	Cues (I can control the elements of communication.) Word Choice	<ul style="list-style-type: none"> I use basic vocabulary to convey meaning. I can use words that I obtain from my reading, viewing, and listening with extensive support. 	<ul style="list-style-type: none"> I choose, with prompting, some words that add interest and detail. I can use words that I obtain from my reading, viewing, and listening with prompting. 	<ul style="list-style-type: none"> I use appropriate and descriptive words and vocabulary in my writing. I try some words that I obtain from my reading, viewing, and listening. 	<ul style="list-style-type: none"> I choose interesting words to add detail and create an effect in my writing. I consistently use words that I obtain from my reading, viewing, and listening.



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	Sentence Fluency	<ul style="list-style-type: none"> I can sometimes write simple sentences, with help. The sound of the words is not important. 	<ul style="list-style-type: none"> I can sometimes write complete simple sentences. The sentences sound bumpy. 	<ul style="list-style-type: none"> I can create complete and fluent sentences with a variety of beginnings of seven words or more. The sentences are easy to read aloud. 	<ul style="list-style-type: none"> I can create a variety of complete, detailed sentences with a variety of beginnings. The sentences flow.
	Conventions (I can control the rules of language, and make few mistakes. Errors don't make understanding more difficult.)	<ul style="list-style-type: none"> I try to use some punctuation and capital letters. I can use quotation marks with extensive support. I use phonetic spelling. I can spell a few high frequency words. I can form, in a legible manner, all upper and lower case letters taught. 	<ul style="list-style-type: none"> I use capital letters, correct spacing, and punctuation with prompting. I try to use quotation marks when I am prompted. I try to use conventional spelling. I can print legibly using appropriate letter formation and spacing. 	<ul style="list-style-type: none"> I use capital letters, correct spacing and punctuation (periods, question marks, commas). I am beginning to use quotation marks in my writing. I use conventional spelling. I can print legibly and form my letters with the right size, shape and spacing. 	<ul style="list-style-type: none"> I can use correct punctuation and capitalization. I can use quotation marks consistently with dialogue. I spell correctly in independent writing. I can form letters fluently and automatically.