

Grade 2 Report Card – Parent Support
WRITING
Trimester Expectations

Grayed out boxes indicate standards which are not assessed at that time

Language and Word Study Indicators with Standards	1 st Trimester Expectations	2 nd Trimester Expectations	3 rd Trimester Expectations
<p>WRITES IN COMPLETE SIMPLE AND COMPOUND SENTENCES</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<ul style="list-style-type: none"> • Write in complete simple sentences. • Use ending punctuation marks. 	<ul style="list-style-type: none"> • Write in complete simple and compound sentences. • Use ending punctuation marks. 	<ul style="list-style-type: none"> • Write in complete simple and compound sentences using and/but/or. • Use ending punctuation. • Rearrange the parts of a simple or compound sentences.
<p>CAPITALIZES WORDS AS NEEDED</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A Capitalize holidays, product names, and geographic names.</p>	<ul style="list-style-type: none"> • Capitalize the first letter of a new sentence. • Capitalize the word 'I.' 	<ul style="list-style-type: none"> • Capitalize the first letter of a new sentence. • Capitalize the word 'I.' • Capitalize the names of people and pets. 	<ul style="list-style-type: none"> • Capitalize the first letter of a new sentence. • Capitalize the word 'I.' • Capitalize holidays, product names, geographic names (cities, states, countries), and names of people.

<p>APPLIES PUNCTUATION CORRECTLY</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B Use commas in greetings and closings of letters.</p> <p>L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.</p>	<ul style="list-style-type: none"> Attempt to use correct ending punctuation (periods, questions marks, exclamation marks) for simple sentences. 	<ul style="list-style-type: none"> Use correct ending punctuation (periods, questions marks, exclamation marks) for simple and compound sentences. Use commas in greetings and closings of letters. Use apostrophes to form contractions (ex: do not = don't). 	<ul style="list-style-type: none"> Use correct ending punctuation (periods, questions marks, exclamation marks) for simple and compound sentences. Use commas in greetings and closings of letters and when making lists. Use apostrophes to form contractions (ex: do not = don't) and show possession (ex: That is Mia's book.).
<p>APPLIES PARTS OF SPEECH CORRECTLY (NOUNS, VERBS, ADJECTIVES, ETC)</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A Use collective nouns (e.g., <i>group</i>).</p> <p>L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.1.C Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<ul style="list-style-type: none"> Use parts of speech correctly in simple sentences. Use collective nouns correctly. Use the past tense of irregular verbs (ex: sit/sat, hide/hid). 	<ul style="list-style-type: none"> Use parts of speech correctly in simple and compound sentences. Use collective nouns and irregular plural nouns correctly. Use the past tense of irregular verbs (ex: sit/sat, hide/hid). Attempt to use adjectives and adverbs in descriptions. 	<ul style="list-style-type: none"> Use parts of speech correctly in simple and compound sentences. Use collective nouns and irregular plural nouns correctly. Use reflexive pronouns (ex: myself, ourselves). Use the past tense of irregular verbs (ex: sit/sat, hide/hid). Properly use adjectives and adverbs in descriptions.

<p>APPLIES LEARNED SPELLING SKILLS</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Attempt to use known spelling patterns to spell new words. • Attempt to apply spelling rules from word study lessons to their writing. 	<ul style="list-style-type: none"> • Use known spelling patterns to spell new words. • Attempt to apply spelling rules from word study lessons to their writing. • Attempt to use reference materials (dictionaries) to check and correct spelling. 	<ul style="list-style-type: none"> • Use known spelling patterns to spell new words. • Apply spelling rules from word study lessons to their writing. • Use reference materials (dictionaries) to check and correct spelling.
<p>APPLIES LEARNED VOCABULARY</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>,</p>	<ul style="list-style-type: none"> • Use picture clues to determine the meaning of unknown words or phrases. • Use knowledge of individual words to predict the meaning of compound words (ex: <i>birdhouse</i>, <i>lighthouse</i>). • Attempt to use learned vocabulary and descriptive words in writing. 	<ul style="list-style-type: none"> • Use context clues to determine the meaning of unknown words or phrases. • Attempt to use known prefixes and suffixes to determine the meaning of a word or phrase. • Use knowledge of individual words to predict the meaning of compound words (ex: <i>birdhouse</i>, <i>lighthouse</i>). • Attempt to use dictionaries and glossaries, both print and digital, to determine the meaning of unknown words and phrases. • Use learned vocabulary and descriptive words in writing. 	<ul style="list-style-type: none"> • Use context clues to determine the meaning of unknown words or phrases. • Use known prefixes and suffixes to determine the meaning of a word or phrase. • Use known root words to determine the meaning of an unknown word with the same root. • Use knowledge of individual words to predict the meaning of compound words (ex: <i>birdhouse</i>, <i>lighthouse</i>). • Use dictionaries and glossaries, both print and digital, to determine the meaning of unknown words and phrases. • Use learned vocabulary and

bookmark).

L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

descriptive words in writing.

Writing Indicators with Standards	1 st Trimester Expectations	2 nd Trimester Expectations	3 rd Trimester Expectations
<p>USES LEARNED WRITING STRATEGIES TO WRITE NARRATIVES</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event, or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> Write a narrative with a beginning, middle and end with teacher support. Attempt to include time order words. 	<ul style="list-style-type: none"> Write a narrative with a beginning, middle and end independently. Include some time order words. Include sensory details and some feelings. 	<ul style="list-style-type: none"> Independently writes narratives with a clear beginning, middle, and end. Include details to describe actions, thoughts, and feelings. Use time order words to provide a sense of closure.
<p>USES LEARNED WRITING STRATEGIES TO WRITE OPINION PIECES</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>		<ul style="list-style-type: none"> State an opinion. Provide some support from text. Provide a basic conclusion. 	<ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about. State an opinion. Supply reasons that support the opinion. Use linking words. Provide a conclusion.
<p>USES LEARNED WRITING STRATEGIES TO WRITE INFORMATIVE/EXPLANATORY TEXTS</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>			<ul style="list-style-type: none"> Write informative/explanatory texts on a given topic. Use facts and definitions to develop points. Provide a conclusion.

<p>USES AN OPENING IN WRITING</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> • Write a basic opening. • Attempt to use a lead with teacher support. 	<ul style="list-style-type: none"> • Independently uses a lead to introduce a narrative. • Introduce the topic or book they are writing about. 	<ul style="list-style-type: none"> • Independently uses a lead to introduce a narrative. • Write well-elaborated event or short sequence of events. • Introduce the topic or book they are writing about.
<p>PROVIDES DETAILS TO SUPPORT TOPIC</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> • Attempt to provide details which are relevant to the topic 	<ul style="list-style-type: none"> • Provide some details that are mostly relevant to the topic • Include sensory details • Supply basic reasons to support and opinion 	<ul style="list-style-type: none"> • Include details to describe actions, thoughts, and feelings. • Supply reasons that support the opinion. • Use facts and definitions to develop points.

USES TRANSITION WORDS

W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- Use basic time order words which show the beginning, middle, and end of the story.

- Attempt to use more time order words to show the passage of time within a story.
- Attempt to use linking words when connecting opinion and reasons.

- Use time order words to signal event order and provide a sense of closure.
- Use linking words to connect opinion and reasons.

<p>USES A CLOSING IN WRITING</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<ul style="list-style-type: none"> • Provide a basic closing with teacher support. 	<ul style="list-style-type: none"> • Independently provides a basic closing which wraps up the story. • Provide a basic conclusion. 	<ul style="list-style-type: none"> • Independently provide a sense of closure. • Independently provide a conclusion for an opinion or informative piece.
<p>EDITS AND IMPROVES WRITING</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>With guidance and support from adults and peers:</p> <ul style="list-style-type: none"> • Select and focus on a topic. • Attempt to edit for capitals and ending punctuation. • Add details to writing. 	<p>With guidance and support from adults and peers:</p> <ul style="list-style-type: none"> • Select and focus on a topic. • Attempt to edit for capitals, punctuation, and spelling. • Use a word processor to publish writing. • Begin to notice revision needs independently. 	<p>With guidance and support from adults and peers:</p> <ul style="list-style-type: none"> • Select and focus on a topic. • Edit and revise as needed. • Use a variety of digital tools (Word processor) to produce and publish writing

<p>RESEARCHES AND GATHERS INFORMATION TO ANSWER QUESTIONS</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		<ul style="list-style-type: none">• Give some evidence from experience/text/video.• Answer in complete sentences.	<ul style="list-style-type: none">• Participate in shared research and writing projects.• Recall information from experiences.• Gather information to answer a question.• Give some evidence from experience/text/video.• Answer in complete sentences.
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