

English Language Arts Grade 2				
Compose and Create				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>CC2.1</b> <b>Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., My Family and Friends) community (e.g., Our Community) social responsibility (e.g., TV Ads for Children) and make connections to own life.</b>	I create spoken, written, <b>OR</b> other representations, but the message may be clear and/or incomplete.	I create spoken, written, <b>OR</b> other representations that have a <b>limited message</b> .	I create spoken, written, <b>AND</b> other representations <b>that have a straightforward and focused message on a topic</b> .	I create spoken, written, and other representations that have a <b>thoughtful and focused message on a topic</b> .
	My ideas <b>lack organization</b> .	<b>Some</b> of my ideas are organized.	My ideas are <b>logically organized</b> .	My ideas are <b>deliberately organized and developed</b> .
	I create spoken, written and other representations that are <b>unrelated</b> to my own life.	I create spoken, written, <b>OR</b> other representations that <b>sometimes</b> make connections to my own life.	I create spoken, written, <b>AND</b> other representations that make <b>connections</b> to my own life.	I create spoken, written, and other representations that make <b>insightful connections</b> to my own life.
<b>Comments :</b>				

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<b>CC2.2</b> Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	I use <b>a</b> before, during, <b>or</b> after strategy to communicate my ideas and understandings.	I <b>use</b> some before, during, <b>OR</b> after strategies to communicate my ideas and understandings.	I select <b>AND</b> use before, during, and after strategies to communicate my ideas and understandings.	I select <b>AND explain</b> certain before, during, and after strategies to communicate my ideas and understandings.
	My ideas <b>are not</b> organized.	My ideas <b>are not</b> always organized in a logical way.	I <b>organize</b> my ideas in a logical way.	I organize my ideas in a logical way and <b>connect</b> them so that the message is easy to follow.
	The ideas, feelings, facts, or experiences I represent may be <b>vague or unrelated</b> to the topic.	I represent <b>general</b> ideas, feelings, facts, <b>OR</b> experiences in order, but the details I include may be <b>off topic</b> .	I represent my ideas, feelings, facts, <b>AND</b> experiences with <b>relevant</b> details.	I represent and <b>explain</b> ideas, feelings, facts, and experiences in order <b>with relevant supporting details</b> .
	The text form I choose is not always appropriate for message, purpose, <b>OR</b> audience.	I <b>use</b> appropriate text form for message, purpose, <b>OR</b> audience.	I select <b>AND</b> use appropriate text form for message, purpose, <b>AND</b> audience.	I select <b>AND</b> explain appropriate text form for message, purpose, <b>AND</b> audience
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<b>CC2.3</b> <b>Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.</b>	I do not speak clearly enough with the appropriate volume, pace, <b>OR</b> expression.	I speak clearly with appropriate volume, pace, <b>OR</b> expression.	I speak clearly with appropriate volume, pace, <b>AND</b> expression.	I <b>adjust</b> my volume, pace, and expression to enhance my speaking.
	I stray off topic in class discussions.	I sometimes take turns and stay on topic in class discussions.	I <b>take turns and stay on topic</b> in class discussions.	I make <b>connections in class discussion</b> between the topic, my own ideas, and the ideas others share.
	I do not retell stories or experiences with enough detail.	I retell stories <b>OR</b> experiences with some detail.	I retell stories <b>AND</b> experiences <b>in order</b> with detail.	I <b>compare</b> stories and experiences in order and with detail.
	My directions are not clear enough to help or explain.	I give <b>simple</b> directions to help or explain.	I give <b>clear</b> directions to help or explain.	I give <b>clear and detailed directions</b> to help or explain.
	I tend not to offer my opinion.	I offer my opinion.	I offer my opinion <b>and</b> explain my reasons.	I offer my opinion and explain my reasons <b>using specific examples and facts.</b>
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<b>CC2.4</b> <b>Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</b>	My compositions are underdeveloped with few details.	I create compositions with limited details that may be off topic.	I create compositions with appropriate and relevant details focused on a given topic.	I create compositions with appropriate and elaborate details that support my topic.
	I write <b>undeveloped</b> stories, poems, friendly letters, reports, <b>OR</b> observations.	I write <b>simplistic</b> stories, poems, friendly letters, reports, <b>OR</b> observations.	I write <b>stories, poems, friendly letters, reports AND observations.</b>	I write <b>comprehensive</b> stories, poems, friendly letters, reports AND observations.
	I write <b>minimal</b> sentences.	I write <b>groups of sentences</b> that are <b>not focused</b> on a central idea.	I write paragraphs of <b>at least six sentences</b> that develop a central idea.	I write richly detailed paragraphs of <b>more than six sentences</b> that develop a central idea.
	My sentences are <b>often incomplete.</b>	I write complete sentences with <b>fewer</b> than seven words.	I write <b>complete sentences with at least seven words.</b>	I write complete sentences <b>varying the number of words</b> to suit the purpose.
	I <b>do not use</b> descriptive words in my writing.	I <b>use some descriptive words</b> in my writing.	I <b>use appropriate descriptive words in my writing.</b>	I <b>select descriptive words according to my purpose in writing and for my audience.</b>
	I <b>rely on phonetic spelling</b> for high frequency and difficult words.	I spell <b>some</b> high frequency words correctly and <b>rely on phonetics for difficult words.</b>	I spell <b>high frequency words correctly and more difficult words phonetically.</b>	I make <b>few</b> spelling errors and only spell the more difficult words phonetically.
	My letters <b>OR</b> words are inconsistent in size, shape, <b>OR</b> spacing.	I <b>sometimes</b> print letters <b>AND</b> words of consistent size, shape, <b>OR</b> spacing.	I print letters and words of consistent size, shape, <b>AND</b> spacing.	I print letters and words <b>fluently and automatically.</b>

<b>CC2.4 continued...</b>	I <b>make errors</b> with capital letters <b>AND/OR</b> punctuation.	I <b>sometimes</b> use capital letters <b>OR</b> punctuation correctly.	I use capital letters <b>AND</b> punctuation correctly	I <b>consistently</b> use capital letters <b>AND</b> punctuation correctly.
	I attempt to use appropriate before, during, <b>OR</b> after writing strategies while writing to communicate meaning.	I <b>use</b> some before, during, <b>OR</b> after writing strategies while writing to communicate meaning.	I <b>select AND</b> use appropriate before, during, <b>AND</b> after writing strategies when writing to communicate meaning.	I consistently <b>select use</b> appropriate before, during, and after writing strategies when writing to communicate meaning.
<b>Comments:</b>				