

ASSESSMENT FRAMEWORK

Rev.2-02

2nd Grade

CONTENT AREA: Writing

What is to be taught/ measured STANDARDS/BENCHMARKS	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</p>	<p><u>Descriptive/ Narrative</u> Student produces a personal narrative writing with a primary emphasis on:</p> <p>1. Ideas and Content</p> <ul style="list-style-type: none"> A focused topic/message <p>2. Organization</p> <ul style="list-style-type: none"> Compose a simple paragraph Beginning, Middle, End Main Idea and Supporting Details <p>3. Conventions</p> <ul style="list-style-type: none"> Capitals Ending punctuation Special names with capitals Spelling –frequently and second grade level <p>4. Word Choice</p> <ul style="list-style-type: none"> Introduce enriched vocabulary Variety of words. <p>Secondary</p> <p>5. Sentence Fluency</p> <ul style="list-style-type: none"> Expresses complete thought Begins with different words <p>6. Voice</p> <ul style="list-style-type: none"> Personality (writer can be seen in illustrations and writing) 	<p><u>Literature Forms</u> Student produces literature forms/literature responses with a primary emphasis (poetry, drama, narrative)</p> <p>1. Ideas and Content</p> <ul style="list-style-type: none"> Getting reader's attention Focused topic <p>2. Organization</p> <ul style="list-style-type: none"> Sequencing Transitions Appropriate structure according to genre <p>3. Conventions</p> <ul style="list-style-type: none"> Commas in a list, series Correct grammar Spelling on 2nd grade level <p>4. Word Choice</p> <ul style="list-style-type: none"> Sensory details Vocabulary- rich and varied <p>5. Sentence Fluency</p> <ul style="list-style-type: none"> Expanded sentences (compound) <p>Secondary</p> <p>3. Conventions</p> <ul style="list-style-type: none"> Quotation marks <p>6. Voice</p> <ul style="list-style-type: none"> Write many ways on many different types of writing Engages reads to want to read again 	<p><u>Expository/Functional/Informational</u> Student produces advanced paragraph with a primary emphasis on:</p> <p>1. Ideas and Content</p> <ul style="list-style-type: none"> Focused topic Interesting details <p>2. Organization</p> <ul style="list-style-type: none"> Topic Sentence Three or more details Conclusion <p>3. Conventions</p> <ul style="list-style-type: none"> Contractions Spelling on 2nd grade level Use resources, appropriately <p>4. Word Choice</p> <ul style="list-style-type: none"> Precise words Uses a variety of words <p>5. Sentence Fluency</p> <ul style="list-style-type: none"> Begins with different words <p>Secondary</p> <p>3. Conventions</p> <ul style="list-style-type: none"> Plurals and possessive <p>6. Voice</p> <ul style="list-style-type: none"> Effective language that engages the reader Awareness of audience Informative 	<p><u>Persuasive/Opinion</u> Student produces persuasive/opinion writing with a primary emphasis on:</p> <p>1. Ideas and Content</p> <ul style="list-style-type: none"> Makes a point Writer knows the topic and conveys it to the reader <p>2. Organization</p> <ul style="list-style-type: none"> Date Greeting/Salutation Body Closing Signature Multi-paragraph, putting Information in groups <p>3. Conventions</p> <ul style="list-style-type: none"> Spelling on 2nd grade level Comma's- greeting, closing, dates Capitals in addresses <p>4. Word Choice</p> <ul style="list-style-type: none"> Rich, colorful words <p>5. Sentence Fluency</p> <ul style="list-style-type: none"> Varied lengths <p>6. Voice</p> <ul style="list-style-type: none"> Writes to audience

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<p>PERFORMANCE ASSESSMENT <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i> Criteria for assessment</p> <ul style="list-style-type: none"> -Impact of performance -Work quality and craftsmanship -Adequacy of methods and behaviors -Validity of content -Degree of expertise <p>VALIDATION Isolated skill performances, tests, quizzes etc.</p>	<p>Focus: Narrative Scored using Kid Friendly Rubric- Developing (3) for proficiency</p> <p>Product: 5-sentence paragraph with a beginning, middle and end.</p>	<p>Teacher Choice</p> <ul style="list-style-type: none"> ▪ Poetry ▪ Drama ▪ Narrative ▪ Literature response ▪ Journals ▪ Literature logs <p>Focus: Descriptive Scored using Kid Friendly Rubric- Fluent/Experienced (4) proficiency</p> <p>Teacher choice/response to Literature</p>	<p>Focus: Expository Scored using Kid Friendly Rubric-Fluent/Experience (4) Proficiency</p> <p>Report</p> <ul style="list-style-type: none"> ▪ Topic sentence ▪ 3 or more details ▪ Conclusion <p>Animals</p>	<p>Focus: Letter Scored using Kid Friendly Rubric- Fluent/ Experienced (4) Proficiency</p> <p>Letter to 1st Grade</p> <p>What you need to know about 2nd Grade.</p>
<p>TOPICAL or CURRICULUM ALIGNMENT Ex: Genres and materials <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<p>Daily Journals Literature Logs Reading Selections Literature responses</p>	<p>Poetry Drama Narrative Literature responses Journals Literature log</p>	<p>Related topics to fit current Instructional theme</p>	
<p>COMPETENCIES</p>	<p>Technology software uses as appropriate through out the year.</p>	<p>Problem solving</p>	<p>Research</p>	

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(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)				
INSTRUCTIONAL STRATEGIES	Writing Process <ul style="list-style-type: none"> ▪ Pre-write ▪ Writing ▪ Revising ▪ Edit ▪ Publish Journals Literature Logs Guided Reading Shared Writing Writers Workshop		Student produces three paragraphs in a teacher guided writing setting.	