

**Grade 2 Proficiency Scale for Writing/Representing**

*\*personal narratives, letters, poems, multiple-page stories, simple expository text (non-fiction/interest-based), digital presentations*

<b>Performance Standards &amp; Writing Traits</b>		<b>Emerging:</b> The learner demonstrates an <b>initial</b> understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	<b>Developing:</b> The learner demonstrates a <b>partial</b> understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	<b>Proficient:</b> The learner consistently demonstrates a <b>complete</b> understanding of the concepts and competencies at an independent level.	<b>Extending:</b> The learner demonstrates a <b>sophisticated</b> understanding of the concepts and competencies and goes beyond what is expected.
<p><b>*** Universal supports are accessible to all learners with the goal of removing any barriers.</b></p> <p><b>They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.</b></p>					
<b>Snapshot</b>		<b>The student attempts to use drawings, dictations or writing to communicate ideas. The writing may have frequent errors.</b>	<b>The student uses loosely connected ideas and details to plan and create communication forms for different purposes and audiences. Some parts may be hard to follow due to errors.</b>	<b>The student can plan and create a variety of communication forms for different purposes and audiences. The writing shows effort and may include minor errors that don't affect the meaning.</b>	<b>The student can plan and create a variety of communication forms for different purposes and audiences at a sophisticated level. Errors in more complex words and sentences may be present.</b>
Meaning	<b>Ideas</b>	<ul style="list-style-type: none"> <li>I can attempt to generate an idea</li> <li>I can attempt to share my ideas in written form; may be modeled or copied.</li> <li>I can attempt to create a piece of text</li> </ul> <ul style="list-style-type: none"> <li>I can attempt to use a specific text structure</li> </ul> <ul style="list-style-type: none"> <li>I can attempt to write a short text</li> </ul> <ul style="list-style-type: none"> <li>I can attempt to create writing which includes basic information</li> </ul>	<ul style="list-style-type: none"> <li>I can generate an idea; may be modeled or copied</li> <li>I can use loosely-related detail; offers some awareness of myself/family/community</li> <li>I can create text that somewhat instructs, inspires, or entertains the reader</li> <li>I can sometimes create familiar texts for a specific audience or purpose</li> <li>I can write a short text of some related sentences (2-3+) with some relevant details or examples</li> <li>I can sometimes create writing which includes accurate basic information, often copying discussions and guidance</li> </ul>	<ul style="list-style-type: none"> <li>I can generate real or imagined ideas</li> <li>I can use details to support my idea and deepen awareness of myself/family/community</li> <li>I can create text that instructs, inspires, or entertains the reader</li> <li>I can create texts for different audiences and purposes</li> <li>I can write a short text of several related sentences (4-5+) with some relevant details or examples</li> <li>I can create writing which includes accurate basic information, often based on discussions and guidance</li> </ul>	<ul style="list-style-type: none"> <li>I can generate my own original ideas</li> <li>I can use original details to support text and deepen awareness of myself/family/community</li> <li>I can create an original text that instructs, inspires, or entertains the reader</li> <li>I can create sophisticated texts that intentionally reflect a variety of audiences and purposes</li> <li>I can write a text of several related sentences (6-8+) with sophisticated details or examples</li> <li>I can create writing which includes accurate, sophisticated information and builds from discussion and guidance</li> </ul>
	<b>Style</b>	<b>Word Choice</b> <small>-Literary Elements: sound play, images, colour, symbols, poetic &amp; figurative language -Story Element: plot, beginning, middle, end, character, setting, dialogue</small>	<ul style="list-style-type: none"> <li>I can attempt to use words; may be simple/repetitive or copied</li> <li>I can attempt to show understanding of literary elements</li> <li>I can attempt to show understanding of story elements</li> <li>I can attempt to include some basic story language; may include some details</li> </ul>	<ul style="list-style-type: none"> <li>I can use basic words to express my ideas; may be simple, repetitive or modeled words</li> <li>I can show some understanding of literary elements</li> <li>I can show some understanding of story elements</li> <li>I can sometimes include basic story language; may include relevant details</li> </ul>	<ul style="list-style-type: none"> <li>I can use descriptive words to express and support my ideas in writing</li> <li>I can consistently show an understanding of literary elements</li> <li>I can consistently show an understanding of story elements</li> <li>I can include basic story language with some specific and relevant details</li> </ul>
	<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>I can attempt to use connecting words</li> <li>I can attempt to write a basic sentence(s); may be copied/traced</li> <li>I can attempt to expand sentences using adjectives or adverbs</li> <li>I can attempt to complete a sentence, when given a sentence stem with a subordinate conjunction</li> </ul>	<ul style="list-style-type: none"> <li>I can use a few connecting words (i.e. then/and); often repetitive</li> <li>I can write simple sentences and attempt compound sentences; may be in list form</li> <li>I can sometimes expand sentences using adjectives and adverbs</li> <li>I can sometimes complete sentences, when given a sentence stem with a subordinate conjunction</li> </ul>	<ul style="list-style-type: none"> <li>I can use basic connecting words that make sense (i.e. first, next, then, because)</li> <li>I can write simple and compound sentences to express and support my ideas in writing</li> <li>I can expand sentences using adjectives and adverbs</li> <li>I can complete sentences, when given a sentence stem with a subordinate conjunction</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of connecting words that make sense</li> <li>I can write using a variety of sentences types</li> <li>I can expand sentences using sophisticated adjectives and adverbs</li> <li>I can complete sentences in a sophisticated way, when given a sentence stem with a subordinate conjunction</li> </ul>
	<b>Voice</b>	<ul style="list-style-type: none"> <li>I can attempt to show personality; may be limited or offer a loose reflection of myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity.</li> </ul>	<ul style="list-style-type: none"> <li>I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>My personality shines through; My ideas are rich and give a strong sense of identity.</li> </ul>
<b>Form</b>	<b>Organization</b> <ul style="list-style-type: none"> <li>on-topic</li> <li>present ideas</li> <li>flow/form</li> </ul>	<ul style="list-style-type: none"> <li>I can attempt to relate my ideas</li> <li>I can attempt to include a beginning</li> <li>I can attempt to include an ending</li> <li>I can attempt to write fiction that follows a simple story framework</li> <li>I can attempt to write non-fiction that may include a topic, some description, or text features</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes relate my ideas</li> <li>I can include a beginning; may be vague</li> <li>I can sometimes include an ending</li> <li>I can write some fiction that follows a simple story framework with some logical sequencing of ideas that are loosely connected, often by time</li> <li>I can write some non-fiction that is conversational that may include an opening sentence that signals the topic, some description, and text features</li> </ul>	<ul style="list-style-type: none"> <li>I can relate my ideas to a topic</li> <li>I can include a clear beginning</li> <li>I can include an ending that makes sense</li> <li>I can write fiction that follows a simple story framework with a logical sequence of ideas that are loosely connected, often by time</li> <li>I can write non-fiction that is conversational with an opening sentence that may signal the topic. Also includes some description, and text features</li> </ul>	<ul style="list-style-type: none"> <li>I can relate my ideas to a topic in a sophisticated way</li> <li>I can write an engaging beginning</li> <li>I can write a sophisticated ending</li> <li>I can write fiction that follows a well developed story framework with logical sequencing of ideas that are clearly connected</li> <li>I can write sophisticated non-fiction that is with an opening sentence that clearly introduces the topic. Text includes vivid description and sophisticated text features</li> </ul>
<b>Conventions</b> <ul style="list-style-type: none"> <li>spelling (word patterns/families, creative-kid spelling)</li> <li>grammar <ul style="list-style-type: none"> <li>(e.g., "Their bike is new." and "The book is hers.")</li> </ul> </li> <li>punctuation (.,?)</li> <li>capitalization (sentence beginnings/names/pronouns)</li> <li>printing</li> </ul>		<ul style="list-style-type: none"> <li>I can use some accurate spelling patterns</li> <li>I can attempt to use conventional spelling of previously taught words with common spelling patterns, and practiced complex words</li> <li>I can attempt to use some grammar conventions</li> <li>I can attempt to use pronouns accurately</li> <li>I can attempt to use some common homophones</li> <li>I can attempt to use ending punctuation</li> <li>I can attempt to use upper/lowercase letters</li> <li>I can attempt to print with accurate letter formation</li> <li>I can attempt to include spaces between my words</li> <li>I can attempt to revise/edit my work</li> </ul>	<ul style="list-style-type: none"> <li>I can use some accurate spelling patterns</li> <li>I can sometimes use conventional spelling of previously taught words with common spelling patterns, and practiced complex words</li> <li>I can use some conventions of grammar</li> <li>I can use some pronouns accurately</li> <li>I can begin to understand and use some common homophones</li> <li>I can use some common end punctuation</li> <li>I can use some accurate capitalization for the beginning of sentences and proper nouns</li> <li>I can print some words legibly by forming upper- and lower-case letters, sometimes using appropriate strokes, directionality, and size</li> <li>I can sometimes use spaces between words</li> <li>I can revise/edit some of my work by re-reading to identify errors, correct simple punctuation or capitalization, when prompted by teacher</li> </ul>	<ul style="list-style-type: none"> <li>I can increase accuracy with spelling patterns, may begin to recognize exceptions to the rules</li> <li>I can use conventional spelling of previously taught words with common spelling patterns, and practiced complex words</li> <li>I can write with near-accurate grammar</li> <li>I can use pronouns accurately</li> <li>I can begin to understand and use common homophones</li> <li>I can mostly use common end punctuation (periods, exclamation marks, question marks) to change the tone or emphasis</li> <li>I can apply capitalization rules for the beginning of sentences and proper nouns</li> <li>I can print my words legibly by forming upper- and lower-case letters conventionally with growing automaticity, using appropriate strokes, directionality, and size</li> <li>I can include spaces between my words</li> <li>I can show evidence of revising/editing by re-reading to identify errors, correct simple punctuation and capitalization, when prompted by teacher</li> </ul>	<ul style="list-style-type: none"> <li>I can use spelling patterns accurately and can recognize exceptions to the rules</li> <li>I can write with accurate grammar conventions</li> <li>I can understand and use a variety of homophones</li> <li>I can use various forms of punctuation to change the tone or emphasis</li> <li>I can use accurate capitalization</li> <li>I can print all words legibly by forming upper- and lower-case letters conventionally with automaticity, using appropriate strokes, directionality, and size</li> <li>I can take initiative to revise and edit my work by re-reading to identify errors, correct simple punctuation and capitalization</li> </ul>

Spelling Checklist

- Schwa sound in unstressed syllables (e.g., 'a' in "balloon")
- Advanced graphemes (e.g., trigraphs like /tch/ in "fetch" and /dge/ in "dodge")
- Silent consonants in words (e.g., silent 'k' in "knight," silent 'w' in "wrist")
- Suffixes and Prefixes (e.g., '-e', '-es', '-y', '-ness', 'un-', 're-', 'dis-', 'in-')
- Trigraphs (e.g., 'igh' in "high," 'tch' in "fetch")
- Comparative endings (e.g., -er, -est)