

| <b>Grade: 2</b>   |  |  |
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| <b>Writing Claim: Students write to express understandings using text sources.</b>  |  |  |
| <b>Items designed to measure this claim may address the standards and evidences listed below. Where the standard indicates that guidance and support from adults may be needed, the evidences may not reflect independent student abilities.</b>  |  |  |
| <b>Standards:</b>   | <b>Evidences to be measured on PARCC formative assessments. The student's response:</b>  | <b>Clarifications:</b>   |
| CCSS.ELA-Literacy.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., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section. | <ul style="list-style-type: none"> <li>• States an opinion in writing. (1)</li> <li>• Includes the topic of the book they are writing about when sharing an opinion in writing. (2)</li> <li>• Supplies supportive reasons when sharing an opinion in writing. (3)</li> <li>• Uses linking words to connect an opinion with reasons when sharing an opinion in writing. (4)</li> <li>• Provides a concluding statement or section when sharing an opinion in writing. (5)</li> </ul> | <ul style="list-style-type: none"> <li>❖ This standard and the evidences are typically elicited by asking students to tell why they think or believe as they do.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 2, 5, 6, 7, and 8 and/or reading standards.</li> </ul>  |
| CCSS.ELA-Literacy.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.  | <ul style="list-style-type: none"> <li>• Introduces a topic in an informational or explanatory text. (1)</li> <li>• Uses facts and definitions to develop points in an informational or explanatory text. (2)</li> <li>• Provides a concluding statement or section in an informational or explanatory text. (3)</li> </ul>  | <ul style="list-style-type: none"> <li>❖ This standard and the evidences are typically elicited by asking students to tell what they know or understand.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 5, 6, 7, and 8 and/or reading standards.</li> </ul>  |
| CCSS.ELA-Literacy.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.  | <ul style="list-style-type: none"> <li>• Recounts a well-elaborated event in a narrative writing. (1)</li> <li>• Recounts a short sequence of events in a narrative writing. (2)</li> <li>• Includes details to describe actions, thoughts, and feelings in a narrative writing. (3)</li> <li>• Uses temporal words to signal event order in a narrative writing. (4)</li> </ul>   | <ul style="list-style-type: none"> <li>❖ This standard and the evidences are typically elicited by asking students to tell about what happened and how they or others felt about what happened using details and temporal words such as: first, second, then, and/or next.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 5, 6, 7, and 8 and/or reading standards.</li> </ul> |

K-2 reading and writing evidence tables are currently in draft form.

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|  | <ul style="list-style-type: none"> <li>• Provides a sense of closure when writing a narrative. (5)</li> </ul>  |  |
| CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.                            | <ul style="list-style-type: none"> <li>• Provides writing that is focused on a topic. (1)</li> <li>• Strengthens writing as needed when revising and editing. (2)</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Students may need guidance and support from adults and peers to meet the evidences for this standard.</li> <li>❖ Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 6, 7, and 8 and/or reading standards.</li> </ul> |
| CCSS.ELA-Literacy.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.           | <ul style="list-style-type: none"> <li>• Uses a variety of digital tools to produce and publish writing. (1)</li> <li>• Collaborates with peers to produce and publish writing, using a variety of digital tools. (2)</li> </ul> | <ul style="list-style-type: none"> <li>❖ Students may need guidance and support from adults and peers to meet the evidences for this standard.</li> <li>❖ Digital tools may include word processing software, presentation software, grammar and spell checking software, etc.</li> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 7, and 8 and/or reading standards.</li> </ul>     |
| CCSS.ELA-Literacy.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). | <ul style="list-style-type: none"> <li>• Participates in shared research and writing projects. (1)</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 8 and/or reading standards.</li> </ul>  |
| CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.  | <ul style="list-style-type: none"> <li>• Recalls information from experiences to answer a question in writing. (1)</li> <li>• Gathers information from provided sources to answer a question in writing. (2)</li> </ul>          | <ul style="list-style-type: none"> <li>❖ Students may demonstrate this standard in conjunction with writing standards 1, 2, 3, 5, 6, and 7 and/or reading standards.</li> </ul>  |

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