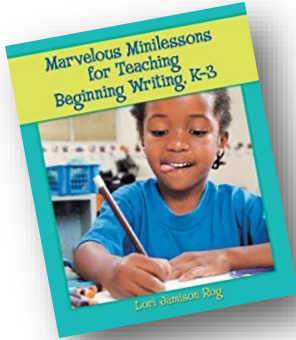
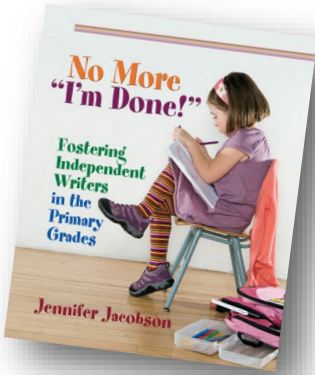


Grade 2 Impromptu Writing (Journal/Memoir/Diary) Create and communicate (writing, speaking, representing)

Performance Standards & Writing Traits		Emerging	Developing	Proficient	Extending
Meaning	Ideas	 <p>Explicit instruction will help <u>all</u> writers grow</p> <p><a href="http://www.sd71.bc.ca/literacy/writing-mini-lessons/grade-2/">http://www.sd71.bc.ca/literacy/writing-mini-lessons/grade-2/</a></p>	<ul style="list-style-type: none"> <li>•topic is a little zoomed in</li> <li>•a few details about topic</li> <li>•can see a message</li> </ul>	<ul style="list-style-type: none"> <li>•topic is zoomed in</li> <li>•interesting details about topic</li> <li>•a clear message</li> </ul>	<ul style="list-style-type: none"> <li>•really focused and zoomed in</li> <li>•juicy details that show rather than tell</li> <li>•a unique, clear message</li> </ul>
Style	Word Choice		<ul style="list-style-type: none"> <li>•simple, repeated word choices;</li> </ul>	<ul style="list-style-type: none"> <li>•lovely words sprinkled throughout</li> </ul>	<ul style="list-style-type: none"> <li>•rich word choices allow the reader to visualize</li> </ul>
	Sentence Fluency		<ul style="list-style-type: none"> <li>•mostly short sentences</li> <li>•sentences have several mistakes</li> </ul>	<ul style="list-style-type: none"> <li>•some short and medium sentences</li> <li>•long sentences have mistakes; mostly complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>•sentences of different lengths can be read smoothly</li> <li>•written in complete sentences</li> </ul>
	Voice	<ul style="list-style-type: none"> <li>•a hint of personality and care for topic</li> <li>•thought for the reader in parts</li> </ul>	<ul style="list-style-type: none"> <li>•clear personality and care for topic</li> <li>•engages the reader</li> </ul>	<ul style="list-style-type: none"> <li>•personality and passion for topic</li> <li>•a clear understanding of what readers like</li> </ul>	
Form	Organization <ul style="list-style-type: none"> <li>• beginning</li> <li>• middle</li> <li>• End</li> <li>• flow</li> </ul>		<ul style="list-style-type: none"> <li>•a basic beginning and middle; no ending</li> <li>•slightly confusing order</li> <li>•a few connecting words</li> </ul>	<ul style="list-style-type: none"> <li>•a clear beginning , middle has hints of an ending</li> <li>•ideas develop in order; some confusing parts</li> <li>•several connecting words</li> </ul>	<ul style="list-style-type: none"> <li>•an interesting beginning; middle makes sense; and a sudden ending</li> <li>•ideas fit together nicely</li> <li>•lots of different, simple connecting words</li> </ul>
Conventions (see sentence fluency) C. Walters S.D. #71			<ul style="list-style-type: none"> <li>•some errors in spelling, grammar, punctuation; parts hard to follow</li> </ul>	<ul style="list-style-type: none"> <li>•a few errors in spelling, grammar and punctuation, but only in the tricky parts</li> </ul>	<ul style="list-style-type: none"> <li>•occasional errors in spelling and punctuation in the tricky parts</li> </ul>