

On the common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending informational text on related topics
- synthesizing information from multiple texts as well as appropriate multimedia presentations in the form of video clips
- answering questions such as who, what, when, where, why and how to demonstrate understanding key details in a text
- citing textual evidence to support ideas and claims
- identifying the main idea/topic of a passage and creating an appropriate title
- identify text features to help clarify informational text
- discerning word meanings in context
- constructing short written responses to questions about text or other media
- engaging in the writing process by responding to a writing task prompt with a well-developed paragraph

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Curriculum Standards/*New Jersey Student Learning Standards* and PARCC expectations.

Common Core Curriculum Standards/*New Jersey Student Learning Standards* covered within the ELA *Units of Study*:

Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2.1; RI 2.1
Describe how characters in a story respond to major events and challenges. <i>Describe how characters in a story respond to major events and challenges using key details.</i>	RL.2.3
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	RL.2.7
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4
Identify the main purpose of a text including what the author wants to answer, explain, or describe.	RI.2.6
Explain how specific images (eg: a diagram showing how a machine works) contribute to and clarify a text. <i>Explain how specific illustrations and images (eg: a diagram showing how a machine works) contribute to and clarify a text.</i>	RI.2.7
Describe how reasons support specific points the author makes in a text. <i>Describe and identify the logical connections of how reasons support specific points the author makes in a text.</i>	RI.2.8
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	R.1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.2

Grade 2 ELA CA #2 Skills & Standards Guide

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.4
Read and comprehend complex literary and informational texts independently and proficiently. <i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>	R.10
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.	W.2.3
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.10
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2

Narrative Writing Rubric Grade 2

Criterion	5	4	3	2	1
Focus / Topic NJSLS: W – 3, W- 4	<p>_ I have a strong opening sentence. (hook)</p> <p>_ My story is on topic and has a strong beginning, middle, and end.</p>	<p>_ I have a good opening sentence.</p> <p>_ My story has a good beginning, middle, and end.</p>	<p>_ I have an opening sentence.</p> <p>_ My story is missing a beginning, middle, or end.</p>	<p>_ I do not have an opening sentence.</p> <p>_ My events are off topic.</p>	<p>_ I did not respond appropriately to the prompt.</p> <p>_ I did not write any events.</p>
Organization / Plot NJSLS: W-3	<p>_ I correctly used transition words and phrases to signal event order that unfolds naturally.</p> <p>_ I provided a clear closure that follows the events in my story.</p>	<p>_ I correctly used transition words to organize my story.</p> <p>_ I provided a closure that follows the events in my story.</p>	<p>_ I correctly used some transition words to organize my story.</p> <p>_ I provided a sense of closure.</p>	<p>_ I tried to use transition words to organize my story.</p> <p>_ I tried to provide a closure.</p>	<p>_ I did not use any transition words to organize my story.</p> <p>_ I did not provide a closure.</p>
Narrative Techniques NJSLS: W-3	<p>_ I used vivid sensory details to describe and explain events, actions, thoughts, and/or feelings.</p>	<p>_ I used vivid details to describe events, actions, thoughts, and/or feelings.</p>	<p>_ I used some details to describe events, actions, thoughts, and/or feelings.</p>	<p>_ I used a few details to describe events, actions, thoughts, and/or feelings.</p>	<p>_ I did not use details to describe events, actions, thoughts, and/or feelings.</p>
Language - Conventions of Grammar and Usage NJSLS: L-1b, L-1c, L-1f, L-1g	<p>_ I used a variety of adjectives and adverbs correctly all the time.</p> <p>_ I used a variety of pronouns correctly all the time.</p> <p>_ I used verb tenses and plural nouns correctly, including irregular forms, all the time.</p> <p>_ I correctly used simple and compound sentences all the time.</p>	<p>_ I used a variety of adjectives and adverbs most of the time.</p> <p>_ I used a variety of pronouns correctly most of the time.</p> <p>_ I used verb tenses and plural nouns correctly, including irregular forms, most of the time.</p> <p>_ I correctly used simple and compound sentences most of the time.</p>	<p>_ I used a variety of adjectives and adverbs some of the time.</p> <p>_ I used a variety of pronouns correctly some of the time.</p> <p>_ I used verb tenses and plural nouns correctly, including irregular forms, some of the time.</p> <p>_ I correctly used simple and compound sentences some of the time.</p>	<p>_ I did not correctly use adjectives and adverbs.</p> <p>_ I did not correctly use pronouns.</p> <p>_ I did not use verb tenses and plural nouns correctly.</p> <p>_ I used a few simple sentences correctly.</p>	<p>_ I did not use adjectives and adverbs.</p> <p>_ I did not use pronouns.</p> <p>_ I did not use verb tenses and plural nouns.</p> <p>_ All of my sentences are incomplete.</p>
Language - Conventions of Capitalization, Punctuation, and Spelling NJSLS: L – 2	<p>_ I capitalized the first word of every sentence.</p> <p>_ I capitalized all proper nouns and titles.</p> <p>_ I used commas, apostrophes, and end punctuation correctly all the time.</p> <p>_ I spelled all words I know and sight words correctly.</p> <p>_ I used spelling patterns correctly to spell words I did not know.</p>	<p>_ I capitalized the first word of almost every sentence.</p> <p>_ I capitalized almost every proper noun and title.</p> <p>_ I used end punctuation correctly all the time.</p> <p>_ I used commas correctly all the time.</p> <p>_ I spelled almost all the words I know and sight words correctly.</p> <p>_ I used spelling patterns correctly to spell almost every word I did not know.</p>	<p>_ I capitalized the first word of some sentences.</p> <p>_ I capitalized some proper nouns and titles.</p> <p>_ I used end punctuation correctly some the time.</p> <p>_ I used commas correctly some of the time.</p> <p>_ I spelled most words I know/familiar words and sight word correctly.</p> <p>_ I used spelling patterns to spell most words I did not know.</p>	<p>_ I capitalized the first word of a few sentences.</p> <p>_ I used end punctuation correctly in a few sentences.</p> <p>_ I spelled a few words I know/familiar words and sight word correctly.</p> <p>_ I used spelling patterns to spell a few words I did not know.</p>	<p>_ I did not capitalize the first word of sentences.</p> <p>_ I did not use end punctuation correctly.</p> <p>_ I did not spell words I know/familiar words and sight word correctly.</p> <p>_ I did not use spelling patterns to spell a few words I did not know.</p>