



Formative Single-Point Rubric

Argument Writing
2nd Grade ELA

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Introduction

To better support elementary teachers with assessing writing at the classroom level, the Office of Assessment and Standards, along with ELA content experts, teachers, and literacy leaders from across the state, has created grade-level writing rubrics for each mode of writing in the *2024 SC CCR ELA Standards*. These rubrics will provide teachers with common writing goals for their students and a common tool to evaluate student writing.

Overarching Expectation 6 (ELA.OE.6) in the 2024 ELA Standards notes that students should “create quality work by adhering to an accepted format.” Using rubrics to assess writing provides students with expectations and an accepted format for various types of writing assignments. While rubrics communicate learning goals to students, they also support teachers by providing a tool for quick, targeted feedback and promoting collaboration and conversations between teachers.

The formative rubrics created for South Carolina elementary teachers are single-point rubrics. These rubrics list the criteria for proficiency in the different modes of writing at each grade level and allow teachers to identify where students approach proficiency and exceed proficiency.

Single-point rubrics are formative and instructional because they allow teachers to provide students with feedback for improvement. This differs from the holistic Text-Dependent Writing (TDW) scoring rubrics, which are summative and do not allow explicit feedback for improvement. Another advantage of the single-point rubric for classroom use is that teachers can use only the parts of the rubric they want to focus on at that time. This allows for more targeted feedback and remediation. This also allows for more variety in the format of student writing.

We would like to thank all the ELA content experts, teachers, and literacy leaders who assisted us in the creation of the ELA formative rubrics.

How to Use a Single-Point Rubric

Single-point rubrics allow teachers to focus on one or two areas of weakness instead of focusing on all elements in a student’s written work. Using single-point rubrics also provides teachers with the ability to provide targeted feedback and instruction to each student based on his or her individual needs.

Example: Transitional Words and Phrases

Suggestions	Criteria	Strengths
	Transitional Words and Phrases: The student uses a variety of transitional strategies to link and structure ideas. The transitions support the organization of the written work.	

In the table above, the criterion to be targeted through feedback and revision is “*transitional words and phrases*.” The criterion is outlined in the middle section of the table. The left-hand side of the table provides space for a teacher to provide suggestions for improvement on the targeted criterion—transitional words and phrases. The box on the right-hand side of the table provides space for a teacher to note any strengths in the student’s use of transitional words and phrases. Teachers may choose to leave feedback in both categories or in one category.

Student Sample: Figure 1

I do not like naps. Naps are not fun. Schools should not require naps during the school day. A nap at school could make our day longer. We might lose recess.
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Figure 1 contains an excerpt of student writing that does not use transitional words and phrases to link ideas.

Example: Providing Suggestions and Noting Strengths

Suggestions	Criteria	Strengths
In the first sentence, you say you do not like naps. In the second sentence, you say why you don't like naps. Is there a word or phrase you can put between these two sentences to show how the two ideas connect?	Transitional Words and Phrases: The student uses a variety of transitional strategies to link and structure ideas. The transitions support the organization of the written work.	

In the sample, the student does not use transitions to connect ideas. In the “suggestions” column of the rubric, the teacher’s feedback focuses only on the first two sentences and asks the student to choose a word or phrase that shows the relationship between the two ideas.

Steps for Using a Single-Point Rubric

This is a suggested list of steps, not a prescribed list.

1. The argumentative writing criteria for “meeting expectations” are provided within the rubric. These criteria are aligned to the grade-level indicators for ELA.C.1.1, ELA.C.4.1, and ELA.C.5.1. The criteria presented in the single-point rubric are clear, specific, and measurable.
2. Familiarize yourself with the rubric and then introduce it to your students. Ensure that students understand the criteria and that you may choose to focus on one criterion or multiple when assessing their writing.
3. As you assess student writing, check the criteria outlined in the rubric. You may also wish to refer to the additional support provided for each criterion.
4. Provide suggestions for improvement and revision in the left-handed column of the rubric. Use the right-hand column to highlight any areas where the student exceeds expectations.
5. Once you have identified an area(s) of weakness for the student, determine appropriate instructional support to help the student improve his or her writing and meet the expectations of that criterion. The document provides suggestions for each criterion in the rubric.
6. After additional instructional support or remediation, allow the student to revise the written work. Some students may have to revise the work several times, focusing on different criteria with each revision.

Argumentative Elements for 2nd Grade

The following definitions are based on the definitions provided in the *2024 SC CCR ELA Standards* Glossary of Terms. The Glossary applies to K-12 instruction. The language of the following definitions has been adapted to suit 2nd-grade ELA instruction.

Texts

Before a student can write an opinion piece or argument, the student must have a text(s) that provides information on a topic. Students will use this text(s) to learn about the topic before writing and will use the text(s) to provide details and facts.

Topic

The *topic* is what the written response will be about. The student writer should stay on topic from the beginning to the end of the written response. To help the student writer better understand the topic, the teacher should allow him or her time to discuss the texts and topic with other students before the writing process begins. It is the writer's responsibility to show a thorough understanding of the topic

Opinion

In grades K-4, the student writer will provide an *opinion* about the topic. The purpose of the opinion is to allow the student an opportunity to reveal his or her thoughts on a topic.

Reason(s)

A *reason* is a statement or explanation showing why the student thinks what they state in their opinion. Using reasons allows the student writer to support his or her opinion.

Details

A student uses *details* to support his or her reason(s) and opinion. *Details* provide additional information to support the reason(s). In second grade, details come from the provided source material (evidence).

Transitional Words and Phrases

Transitions enter the language of the indicator in the 1st grade. The purpose of transitional words and phrases in 2nd-grade opinion writing is to connect or link the topic, opinion, reason(s), and detail(s). Transitions help the writer organize the written response. The organization of a written work does not refer to a specific number of sentences or paragraphs. It refers to a logical organization of a student's ideas.

Concluding Statement or Idea: In 2nd-grade opinion writing, the student should restate his or her opinion in the concluding section of the written response. The restatement should not be a verbatim repetition, but a variation of the original opinion statement.

Language and Vocabulary

In opinion writing, the student writer's choice of words impacts the effectiveness of the opinion piece and holds the reader's attention. The student should use vocabulary that is relevant to the topic. For example, if a student is writing about cats, he or she would refer to a cat's paw instead of a cat's foot.

Grammar, Capitalization, Punctuation, and Sentence Structure

For specific information about the grade-level expectations, teachers should refer to ELA.C.4.1.

2nd-Grade Opinion Single-Point Rubric

Each targeted criterion of 2nd-grade argumentative writing can be addressed singularly or in groups, depending on the instructional focus and the individual student’s strengths and weaknesses.

Suggestions	Criteria	Strengths
	Topic: The student states a topic and stays on topic throughout the response.	
	Opinion: The student states a clear opinion on the topic.	
	Reasons: The student provides a reason(s) that explains why he or she thinks a certain way about the topic.	
	Details: The student provides a detail(s) to support his or her reason(s).	
	Transitions: The student uses transitions to connect ideas. The transitions support the organization.	
	Concluding Statement or Idea: The student restates his or her opinion.	
	Language and Vocabulary: The student chooses vocabulary that supports the topic.	
	Sentence Structure: The student uses a variety of grammatically correct simple and compound sentences.	
	Punctuation: The student correctly uses punctuation.	
	Capitalization: The student correctly uses capitalization.	

Element: Topic

Criterion: The student states a topic and stays on topic throughout the response.

Below are some examples of what you may see in student writing as you evaluate for topic.

A student who is on target will

- introduce the topic at the beginning of the response.
- stay on topic throughout the written work.
- make it clear to the reader that the student understands the topic.

A student who needs support may

- mention the topic and then move to another topic. Sometimes the student may return to the topic at the end of the written response.
- not share enough about the topic for the reader to understand.
- not understand the topic.

Student 1

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, "Which kind of pet is better, a cat or a dog?"

Do you want a dog or a cat for a pet? Dogs are fun to play with.

Cats can be mean to people. Other animals to.

My dogs name is Coco.

The samples used in this document are excerpts of student writing that have been adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Topic or Issue

Student 1

Student 1 presents the topic, but seems confused about the purpose of the writing, which is to express an opinion about which pet is better and provide at least one reason and one detail from the reading. The concluding statement provides an example, but the example does not support the purpose of writing.

Suggestions for Student 1

The following suggestions are targeted at the writer of this student sample. These suggestions were written to support this student writer and may not apply to all students.

- First, make sure the student understands the topic and task. This may be as simple as having the student tell you what he or she is expected to write. Consider helping the student draw his response before writing it. Then, help students write a sentence for each picture before putting the sentences together as a response.
- Another way to ensure that the student understands the purpose of opinion writing is to provide the student with a graphic organizer that asks questions about the topic. The student can then use his or her answers to the questions to write the full response. A sample is provided.

Example of a Graphic Organizer

Topic: Which pet is better, dogs or cats?

My Opinion:

I think cats are better pets than dogs.

Reason1:

I think this because cats can take care of themselves.

Detail: The article says, “cats groom themselves.”

Conclusion:

This is why I think cats are better pets.

Additional reasons may be included, depending on the length of the written work.

Element: Opinion

Criterion: The student states a clear opinion on the topic.

Below are some examples of what you may see in student writing as you evaluate for opinion.

A student who is on target will

- state an opinion that makes clear to the reader how the student thinks or feels about the topic.
- carry his or her opinion through the written response.

A student who needs support may

- not make it clear to the reader how the student thinks or feels about the topic.
- state a fact instead of an opinion.
- explore the topic in a different structure, such as compare and contrast.

Student Sample 1

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

I think dogs are better pets than cats. Dogs can keep you safe. If there is a bad person the dog will bark and scare them off.

Dogs are fun. They like to play and run. The article said this can make you healthy.

Dogs are better pets because they keep you safe and they are fun.

The samples used in this document are excerpts of student writing that have been adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Student Sample 2

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

Dogs are fun to pet. They are soft. Cats are soft but don’t like to be petted.

Cats clean themselves. Dogs need a bath or they will stink.

You have to walk a dog on a leash. Cats just go where they want to.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Criterion: Opinion Statement

Student 1

This student clearly states an opinion and provides two reasons and details that support the opinion. The student includes a concluding statement that restates his or her opinion.

Student 2

This student does not provide his or her opinion on which animal makes a better pet. Because there is no opinion to guide the student’s response, he or she writes a compare and contrast response instead of an opinion piece.

Suggestions for Student 2

The following suggestions are targeted at the writer of the second student sample. These suggestions were written to support this student writer and may not apply to all students.

- Ensure the student understands the structure of an opinion response. Provide the student with an exemplar and help the student identify and label the opinion, reason(s), detail(s), and concluding statement. Provide the student with simple explanations to include in the annotations. This will serve as a resource for the student as he or she begins developing an opinion response.
- Model writing an opinion statement with the student. Have the student write as you write and explain.
- Help the student add one or more reasons to the opinion statement. The student must first understand that the reasons should be broad because this is what will be explored throughout the body of the paper. Using “because” is an easy way to add reasons to an opinion.
- The sample graphic organizer on page 11 of this document can also support students as they learn to write an opinion statement.

Element: Reasons

Criterion: The student provides a reason(s) that explains why he or she thinks a certain way about the topic.

Below are examples of what you may see in student writing as you evaluate for reasons.

A student who is on target will

- provide at least one reason.
- use the reason to provide a “why” for his or her opinion.

A student who needs support may

- not provide a reason.
- include a reason, but it does not support his or her opinion.

Student Sample 1

The class read a short story about animals in a zoo. Then, they read two articles. One article supports zoos, and the other article proposes that we do not have zoos. The students were asked to answer the question, “Should we have zoos?”

Zoos help animals and protect them from dangers they may face in the wild. The zoo where I live has a lot of monkeys and some giraffes. One of the giraffes had a baby last month. I hope to go see it soon. In 5th grade we get to take a field trip to the zoo. I have heard it is very fun. Some people don’t like zoos because they say it is mean to keep the animals in cages.

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Commentary

Element: Reasons

Student 1

Student 1 does not express a clear opinion, which may affect the writer’s ability to include reasons that support the opinion. Because this student provides reasons that support both sides of the issue, the student must first choose a side and express an opinion.

Suggestions for Student 1

The following suggestions are targeted at the writer of the student sample. These suggestions were written to support this student writer and may not apply to all students.

- This student will first need to focus on including an opinion statement. Refer to page 11 for a sample graphic organizer to help the student write an opinion and include a reason(s).
- Using the graphic organizer, work one-on-one with the student to ask why he or she thinks one pet is better than the other. Help the student write the answer to the why questions in the graphic organizer. The important part is that the student understands that a reason will answer, “why do you think this?”

Element: Details

Criterion: The student provides a detail(s) to support his or her reason(s).

Below are examples of what you may see in student writing as you evaluate for details.

A student who is on target will

- provide at least one detail from the text to support each reason.
- use a detail from the text that logically connects to the reason it supports.

A student who needs support may

- not provide any details.
- provide a detail(s) for some reasons but not for all reasons.
- provide a detail(s) that is not clearly connected to the student’s reason(s) or opinion.

Student Sample 1

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

I think dogs are better pets than cats for many reasons. Here are my reasons why dogs are perfect pets. They are good friends. They are good listeners.

Dogs listen to what you tell them. They don’t tell anyone what you said because they can’t. The article said, “Dogs are good listeners”.

The article said that “Dogs are kind.” They can make you happy when you get in trouble. All you have to do is pet a dog and you will feel better.

The samples used in this document are excerpts of student writing that have been adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Student Sample 2

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

Do you think dogs or cats are good pets? Well I think dogs are good pets. You are going to learn about why I think dogs are good pets.

First, dogs can make you healthier. You can walk with your dog and get stronger muscles. Next, Dogs keep you safe by barking if there is danger. Last, they make you healthier.

You have learned three things about why dogs are good pets.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Details

Student 1

Student 1 provides two reasons to support his or her opinion that dogs make better pets than cats. As the student discusses each reason, he or she provides one detail from the text that logically supports the reason.

Student 2

Student 2 provides three reasons why he or she thinks dogs make good pets. In the second paragraph, the student states three reasons (repeating one of the reasons). The student does not use details from the source material to support the reasons. The reader can assume that the text might discuss how walking a dog builds muscles, but that is not made clear because of the lack of specific details from the texts.

Suggestions for Student 2

The following suggestion is targeted at the writer of the second student sample. This suggestion was written to support this student writer and may not apply to all students.

- A suggestion for this student is to outline his or her opinion piece before writing it. A variation of the organizational graphic organizer on page 11 follows:

Example of a Graphic Organizer

Question: Which is a better pet, a cat or a dog?

Opinion (What do I think about this?): The student's opinion should choose a side and provide his or her opinion on which animal makes a better pet.

Reason 1 (Why do I think this?): The student should tell why he or she thinks the selected animal is the better pet.	Reason 2 (Why do I think this?)
Detail (How do I know this?): What is in the text that the student can use to support his or her reason? If the student says the dog is the better pet because dogs help people stay healthy. The student should be able to find a detail in the text that supports this. The detail doesn't have to say, "dogs make people healthy," but it should be a detail related to the improvement a dog can bring to its owner's health.	Detail (How do I know this?)

Element: Transitions

Criterion: The student uses transitions to connect ideas. The transitions support the organization.

Below are some examples of what you may see in student writing as you evaluate for transitions.

A student who is on target will

- use one or more transitional words.
- use a transitional word to connect the reason to the opinion.
- use a transitional word to connect the detail to the reason.

A student who needs support may

- use the same transitional word multiple times.
- use a transition that doesn't fit the writing.
- not use transitions.

Student Sample 1

The class read a book about a farm. The students were asked, "Do you like farms?" The students had to provide at least one reason to support their opinion. Students were also given space to draw a picture (not included).

I like farms because there are cows. Cows also have pretty eyes.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Student Sample 2

The class read a book about a farm. The students were asked, “Do you like farms?” The students had to provide at least one reason to support their opinion. Students were also given space to draw a picture (not included).

I like farms. There are goats.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Elements: Transitions

Student 1

Student 1 states an opinion and then uses the word “because” to connect the opinion to a reason. The student then adds a detail using the word “also”.

Student 2

Student 2 does not connect his opinion about farms to the goats on the farm. Using a transitional word would make this connection.

Suggestions for Student 2

The following suggestions are targeted at the writer of the second student sample.

These suggestions were written to support this student writer and may not apply to all students.

- To support students connecting opinions to reasons using transitional words, encourage students to practice modeling the language in partners. Students will state their opinion and use the transitional word because to connect to their reason. As students develop confidence in using *because* to connect their opinions and reasons, students can begin to use alternate transitional words such as *also*.
- Use transitions and statement cards to match transitional words to statements. Have students practice matching the transitions to the statements to connect opinions and reasons. See the example below for more details.

Transition	Statements
and	Cats make great pets _____ they like to play.
because	I like dogs _____ they are furry.
also	Dogs can _____ be used to help people.

Element: Concluding Statement or Idea

Criterion: The student restates his or her opinion in the conclusion.

Below are some examples of what you may see in student writing as you evaluate the writing for a concluding statement or idea. Students in this grade should restate or rephrase their opinion in the concluding section of the written response.

A student who is on target will

- restate the opinion in the concluding section of the response.
- may rephrase the opinion in the concluding section without changing the meaning.

A student who needs support may

- state a different opinion in the concluding section of the response.
- select to restate the opinion in the concluding section of the response.

Student Sample 1

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

I think dogs are better pets than cats. Dogs can keep you safe. If there is a bad person the dog will bark and scare them off.

Dogs are fun. They like to play and run. The article said this can make you healthy.

Dogs are better pets because they keep you safe and they are fun.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Student Sample 2

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

I think dogs are better pets than cats for many reasons. Here are my reasons why dogs are perfect pets. They are good friends. They are good listeners.

Dogs listen to what you tell them. They don't tell anyone what you said because they can't. The article said, “Dogs are good listeners”.

The article said that “Dogs are kind.” They can make you happy when you get in trouble. All you have to do is pet a dog and you will feel better.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Concluding Statement or Idea

Student 1

Student 1 restates his or her opinion that dogs are better pets than cats and why.

Student 2

Student 2 does not restate his or her opinion that dogs are better pets than cats.

Suggestions for Student 2

The following suggestions are targeted at the writer of the second student sample.

These suggestions were written to support this student writer and may not apply to all students.

- Student 2 may need support in understanding why he or she must include a concluding statement. The teacher may need to re-teach this student that a concluding statement tells the reader that the writing is finished, and it provides an opportunity for the writer to leave a lasting impression on the reader. The teacher can use mentor texts to help students first find the concluding statement, then connect it to the writer's opinion, and lastly discuss how the opinion statement and the concluding statement are the same.
- Provide the student with a card containing a paragraph. The paragraph should begin with an opinion statement. Then, provide the student with 2 or more cards that each contain a concluding statement. Have the student to select the correct concluding statement for the paragraph. Ask the student to explain his or her answer. This can also be done with several paragraphs and several concluding statements. The student can match each of the concluding statements to the correct paragraph.

Element: Language and Vocabulary

Criterion: The student chooses vocabulary that supports the topic.

Below are some examples of what you may see in student writing as you evaluate for *language and vocabulary*. The K-3 student should use vocabulary that is related to the topic. A student’s use of language contributes to his or her style and voice.

A student who is on target will

- use words specific to the topic and purpose.
- use words to aid the reader’s understanding.
- use words to enhance the response.

A student who needs support may

- use vague words, leaving the reader to determine what it “could mean”.
- use words that are unrelated to the topic and detract from the reader’s understanding.

Student Sample 1

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

Cats are better than dogs. Why are they better? One reason is because they can groom themselves. Another reason is because they don’t always need attention. They can just do what they want while you are at school.

Cats groom themselves. This makes them a better pet because you don’t have to groom them and they will still be clean. That helps a lot because you can do your work or go to school and not be late because you don’t have to spend time washing them.

Cats don’t need attention. They don’t get lonely when you are at school. They entertain themselves by playing with string or chasing squirrels outside.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Student Sample 2

The teacher read two articles with students. Students were then asked to read the articles again on their own. The articles were about cats and dogs. After the second reading, students were asked to write an opinion response answering the question, “Which kind of pet is better, a cat or a dog?”

Do you want a cat or a dog ? I think dogs are better than cats. Cats are calmer than dogs. Dogs can help people get around if they are blind. Cats can be mean. I like dogs better than cats.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Language and Vocabulary

Student 1

Student 1 uses vocabulary that is specific to the topic. For example, the student states that cats “groom” themselves. In the last paragraph, the student states that cats do not need to “be entertained” and then goes on to provide specific examples of how cats might entertain themselves, using the phrases “playing with string” and “chasing squirrels”.

Student 2

Student 2 provides the opinion that “cats are better than dogs.” Because the student never clarifies that he or she thinks cats are better pets than dogs, the reader is missing specific information. If the reader did not have access to what the student was assigned to write, the reader would never know the context of which animal makes a better pet. Because this student does not elaborate on his or her ideas, some of the ideas are vague and unclear to the reader. For example, the student states, “I think dogs are better than cats.” In the next sentence though, the student claims that “cats are calmer than dogs.” How does this statement support the student’s opinion that dogs are better pets than cats?

Suggestions for Student 2

The following suggestions are targeted at the writer of the second student sample. These suggestions were written to support this student writer and may not apply to all students.

- Reading and writing are connected. Reading helps a student develop his or her vocabulary.
- Present the student with a short written piece that uses vague language, such as “things”. Provide the student with a list of words that can replace the different “things” throughout the work. Go through the paper together. When you encounter a

vague word, such as “things,” ask the student, “What things?” Ask the student to choose a word or phrase from the list to replace the word “things” in the written work.

- Read through the student’s response with the student. Ask questions such as, “What do you mean when you ask if the reader wants a cat or a dog?” Asking questions like this will allow the student the opportunity to think through what he or she meant to write and what he or she actually wrote. Sometimes, hearing it helps the student better understand that the language and details are vague.

Element: Sentence Structure

Criterion: The student uses a variety of grammatically correct simple and compound sentences.

By the end of second grade, students are expected to master the discrete skills outlined in ELA.2.C.4.1. Additionally, students are still implementing the skills from K-1. Teachers are advised to refer to the grammatical elements in the K-1 documents.

As appropriate to the written work, a student who is on target will correctly

- write one or more grammatically correct simple sentences.
- write one or more grammatically correct compound sentences.
- use end punctuation.
- use and place a noun(s).
- use and place an action verb.
- use and place a linking verb.
- use the correct verb tense (past, present, future).
- use and place an article.
- use and place comparative and superlative adjectives.
- use and place an adverb(s).
- use and place subordinating and coordinating conjunctions.
- use and place a direct object.

A student who needs support may

- write one or more incomplete sentences.
- incorrectly use or not use end punctuation.
- misplace or not include a noun in one or more sentences.
- use the wrong verb tense in one or more sentences.
- misplace or not include a verb in one or more sentences.
- misuse or not include an article in one or more sentences.
- misuse or misplace a comparative adjective in one or more sentences.
- misuse or misplace a superlative adjective in one or more sentences.
- misuse or misplace an adverb in one or more sentences.
- misuse or misplace a direct object in one or more sentences.

Students should be expected to use an element only when appropriate for the written work. For example, not every piece of writing requires a comparative adjective. The skills listed in light gray are carried forward from previous grades.

Student Sample 1

The wind was blowing. Apples fell from the tree. Then an apple fell on my head!

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Student Sample 2

The dogs jumps on me. Their toenails scratched my leg. I wish I had the cat.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Sentence Structure

Student 1

Student one uses the singular noun “wind” as the subject and the linking verb “was”. Both are singular. In the second sentence, the word “apples” is plural because it ends in -s. The verb “fell” is singular does not end in -s. In the last sentence, the student uses the correct article “an” before the word “apple” that begins with a vowel. The student also uses an exclamation point at the end of the third sentence to indicate surprise that an apple fell on the head of the writer. All verbs match in tense. All nouns and verbs match in number.

Student 2

In the first sentence, student 2 uses the plural, “dogs,” and the singular form of the verb “jumps”. These do not match in number. In the second sentence, the student states that the dogs’ toenails scratched his or her leg. In this sentence, the verb “scratched” is in the past tense, which does not match the verb tense in sentence 1. In the third sentence, the student uses “had,” which is also past tense. Therefore, the verb in sentence one should be made past tense. Also in sentence 3, the student uses the article “the.” This article indicates a specific noun. There is nothing in these sentences that indicates a specific cat, just that the writer wants a cat. Because the cat is unspecified, the article should be “a” instead of “the”.

Suggestions for Student 2

The following suggestions are targeted at the writer of the second student sample.

These suggestions were written to support this student writer and may not apply to all students.

- To support the student’s understanding of past, present, and future verb tenses, the teacher may need to reteach the three tenses, providing definitions and examples of each. This can be a resource for the student to use while writing.

- The teacher could provide the student with a verb tense chart and several sticky notes, each containing a different verb in past, present, or future tense. The student can use the descriptors from the chart to match each verb to the correct tense.
- To support the student's understanding of articles, the teacher may need to reteach the three articles and how they are used. This should include examples of each. The student can use this as a resource while writing.
- Provide the student with several sentences with blanks for students to fill in with the correct article. Ask the student to explain why he or she selected each article for each sentence.
- Provide the student with several cards, each containing a noun. Ask the student to create a sentence for each noun that also requires the student to provide the correct article.

Element: Punctuation

Criterion: The student correctly uses punctuation.

By the end of second grade, students are expected to master the discrete skills outlined in ELA.3.C.4.1. Additionally, students are still implementing the skills from K-2. Teachers are advised to refer to the grammatical elements in the K-2 documents.

As appropriate to the written work, a student who is on target will correctly

- use end punctuation.
- use and place a comma (in a series of single words, after the day and before the year in a date, in addresses, and after greetings and closings).
- use and place a comma inside quotation marks.
- use and place a period in the initials and titles of people.
- use and place quotation marks to show direct quotations.
- use and place apostrophes to form possessives.

A student who needs support may

- not use end punctuation.
- use the incorrect end punctuation.
- misplace or not use a comma.
- misplace or not use a period in the initials or titles of people.
- misplace or not use quotation marks to show direct quotations.
- use an opening or closing quotation mark, but not both.
- misplace or not use an apostrophe to form a possessive.

Students should be expected to use an element only when appropriate for the written work. For example, not every sentence includes a person’s initials.

Student Sample 1

The wind was blowing. Where is my kite, asked Sam.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Punctuation

The following suggestions are targeted at the writer of the student sample. These suggestions were written to support this student writer and may not apply to all students.

Suggestions for Student 1

- Use mentor sentences and paragraphs that use quotation marks to show direct quotations. Point them out to the student and discuss the use of punctuation and the placement of the quotation marks and punctuation.

- Provide the student with several sentences with missing punctuation and quotation marks. Ask the student to identify and explain where they should go.
- Read a story aloud to the student, pausing at key points to ask the student to predict what the character might say. Then write the dialogue with quotation marks. Have the student copy what you write.

Element: Capitalization

Criterion: The student correctly uses capitalization.

By the end of second grade, students are expected to master the discrete skills outlined in ELA.2.C.4.1. Additionally, students are still implementing the skills from K-1. Teachers are advised to refer to the grammatical elements in the K-1 documents.

As appropriate to the written work, a student who is on target will correctly

- capitalize proper nouns, such as holidays, product names, and geographic names.
- capitalize the names of people and dates, to include months and days of the week.
- capitalize the first word in a sentence.
- capitalize the pronoun I.

A student who needs support may

- not capitalize proper nouns, such as holidays, product names, and geographic names.
- inconsistently capitalize proper nouns, such as holidays, product names, and geographic names.
- not capitalize the names of people and dates, to include months and days of the week.
- inconsistently capitalize the names of people and dates, to include months and days of the week.
- not capitalize the first word in a sentence.
- inconsistently capitalize the first word in sentences.
- not capitalize the pronoun I.
- inconsistently capitalize the pronoun I.

Students should be expected to use an element only when appropriate for the written work. For example, not every written work will include the pronoun I.

Student Sample 1

Pizza is the best food because it has cheese and sauce. Pizza from mary's pizza kitchen is delicious. It is near scott park. The mushroom and swiss pizze is uncle joe's favorite. Pizza is the greatest food to eat.

These are excerpts of student work samples adapted for use in this document. Sections of the responses have been selected based on the criterion that is being highlighted. Spelling errors have been corrected.

Commentary

Element: Capitalization

The following suggestions are targeted at the writer of the student sample. These suggestions were written to support this student writer and may not apply to all students.

Suggestions for Student 1

- Create anchor charts with capitalization rules with examples. Provide paper handouts for the student to use as a reference.
- During read-alouds, have students to identify capitalized words and explain why they are capitalized.
- Frequently provide sentences and paragraphs with capitalization for students to edit.
- Incorporate capitalization into daily lessons and assignments.
- Provide students with checklists to use when editing.