

Grade 2 Poetry/Songs	Adequately Meets Grade Level Learning Outcomes
CONTENT	<ul style="list-style-type: none"> • Uses familiar events and ideas as a starting point for writing • Writing focuses on a topic • Writing includes <ul style="list-style-type: none"> ○ Details ○ Facts ○ observations, and/or ○ memories
ORGANIZATION	<ul style="list-style-type: none"> • Models familiar text structure that may include <ul style="list-style-type: none"> ○ Free verse (does not have a regular rhythm, line length, or rhyme scheme) ○ Rhyming couplet ○ List poems ○ Acrostic poems ○ Sensory poems ○ Modeled patterns, chants, songs, rhymes
WORD CHOICE	<ul style="list-style-type: none"> • Word choice is appropriate for intended audience • Uses descriptive words that may include adjectives, adverbs and/or similes to create an image or feeling
VOICE (Author's Craft: Style, Tone, Engagement, Mood) <i>Word choice and content work together to create voice</i>	<ul style="list-style-type: none"> • Writing engages audience (is interesting) • May show emphasis by using <ul style="list-style-type: none"> ○ Different sizes of printing ○ Underlining ○ Repeated words or phrases ○ Line breaks ○ White space ○ Exclamation marks
CONVENTIONS <i>* in poetry, punctuation is a part of voice or organization and is used to add emphasis or to clarify meaning</i>	<ul style="list-style-type: none"> • Uses conventional spelling for most familiar or high frequency words • Uses spelling generalizations, patterns, and structural analysis • Errors may be distracting but basic communication is understandable