

Standard 1: Writing

Second Grade

Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses and writes several sentences about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T) 2. Practices writing by using personal experience and/or observation. (Ideas and Content: prewriting, drafting, revising: N,E,T) 3. Develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E, T) 4. Discusses the differences between the author’s work and the student’s work (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T) 5. Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing). (Organization: prewriting, drafting, revising: N,E,T,) 6. Writes a piece with a beginning, middle, and end. (Organization: prewriting, drafting, revising: N,E,T) 7. Writes a simple paragraph(s) about one idea. (Organization: prewriting: drafting, revising: N,E,T) 8. Begins to share emotions and feelings about the topic. (Voice: prewriting, drafting, revising: N,E,T) 9. Uses verbs, nouns and describing words in their writing. (Word Choice: prewriting, drafting, revising: N,E,T) 10. Uses new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E,T) 11. Writes complete sentences that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T) 12. Begins to write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T) 13. Recognizes an incomplete thought. (Sentence Fluency: prewriting, drafting, revising: N,E,T) 14. <i>Indicator not at this grade level</i> 	<p>The teacher...</p> <ul style="list-style-type: none"> • Uses narrative picture books to model how authors develop ideas, organization, voice, word choice, sentence fluency, and conventions to help students in their own writings. • Organizes well-supplied writing centers (e.g. student writing folders, different types of writing paper, various graphic organizers, seasonal activities, narrative writing samples and resources). • Provides a narrative prompt and has students write a short story using supporting details (e.g. uses technology to create stories with illustrations). • Develops and models use of a word wall to help students recognize and use these words in their writing. • Models the writing process (e.g. <i>pre-write, draft, revise, edit, publish</i>). • Uses writing anchor papers and student samples to model exemplar and “needs work” writing with the 6 traits (revising & editing)

N – Narrative text; Assessed at 5th grade
 E - Expository text; Assessed at 8th grade
 T – Technical text
 P – Persuasive text; Assessed in High School

Revised 11/19/2004

<p>15. Uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>16. Capitalizes the beginning of a sentence and uses correct end punctuation. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>17. Uses correct subject/verb agreement and verb tenses. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>18. Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>19. Attempts paragraph divisions. (Conventions: prewriting, drafting, revising: N,E,T)</p>	<p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Writing

Second Grade

Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student writes expository text using the writing process.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses and writes several sentences about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T) 2. Develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T) 3. Writes by using personal experience and/or observations to provide information from varied resources. (Ideas and Content: prewriting, drafting, revising: N,E,T) 4. Expresses information in own words using complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T) 5. Discusses the differences between the author's work and the student's work (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T) 6. Gives credit to the author, title, or Web site. (Ideas and Content: prewriting, drafting, revising: N,E,T) 7. <i>Indicator not at this grade level</i> 8. Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing). (Organization: prewriting, drafting, revising: N,E,T) 9. Writes a piece with a beginning, middle, and end. (Organization: prewriting, drafting, revising: N,E,T) 10. Writes a simple paragraph(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T) 11. Begins to use transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T) 12. Writes feelings and thoughts about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E,T) 13. Uses nouns, verbs, and describing words in their writing. (Word Choice: prewriting, drafting, revising: N,E,T) 	<p>The teacher...</p> <ul style="list-style-type: none"> • Develops with students, a revising/editing checklist. • Provides and uses expository picture books and/or other resources to model the use of meaning and sequential order (e.g. identifies author's purpose and expository text structures). • Uses expository picture books to model how authors develop the 6 traits to help students in their own writings. • Organizes well-supplied writing centers (e.g. student writing folders, different types of writing paper, various graphic organizers, seasonal activities, expository writing samples and resources). • Directs students to use pictures from an expository book or sequencing cards and write about the pictures. • Develops and models use of a word wall to help students recognize and use these words in their writing. • Provides an expository prompt or student self selected topics and has students write using factual supporting details (e.g. uses technology to create writings). • Directs students to develop simple reports.

N – Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T – Technical text
P – Persuasive text; Assessed in High School

Revised 11/19/2004

<p>14. Uses new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E,T)</p> <p>15. Writes complete sentences that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)</p> <p>16. Write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)</p> <p>17. Recognizes an incomplete thought. (Sentence Fluency: prewriting, drafting, revising: N,E,T)</p> <p>18. Uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>19. Capitalizes the beginning of a sentence using correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>20. Uses correct subject/verb agreement and verb tense. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>21. Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>22. Attempts paragraph divisions. (Conventions: prewriting, drafting, revising: N,E,T)</p>	<p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Writing

Second Grade

Standard 1 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student writes technical text using the writing process.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. Chooses and writes several sentences or phrases about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T) 2. Uses supporting details, which helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T) 3. Discusses the differences between the author’s work and the student’s work (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T) 4. <i>Indicator not at this grade level</i> 5. <i>Indicator not at this grade level</i> 6. Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing). (Organization: prewriting, drafting, revising: N,E,T) 7. Writes a simple statement(s) or list(s) about one idea.(Organization: prewriting, drafting, revising: N,E,T) 8. Writes a piece in sequential order. (Organization: prewriting, drafting, revising: N,E,T) 9. Begins to use simple transitions (e.g. first, second, third, finally). (Organization: prewriting, drafting, revising: N,E,T) 10. Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, and/or directions). (Voice: prewriting, drafting, revising: N,E,T) 11. <i>Indicator not at this grade level</i> 12. Chooses words that are reasonably accurate and makes the message clear (e.g. technical terms). (Word Choice: prewriting, drafting, revising: N,E,T) 13. <i>Indicator not at this grade level</i> 14. Writes sentences or phrases that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T) 15. Capitalizes the beginning of a sentence and uses correct 	<p>The teacher...</p> <ul style="list-style-type: none"> • Models and directs students to write simple directions (e.g. make a sandwich, directions to somewhere, how to . . .). • Models and directs the creation of a simple friendly letter. • Develops with students, a revising/editing checklist. • Uses technical text to illustrate the text structure of technical writing (e.g. create a job description for an elf, a leprechaun, a teacher, a principal, a mother, a father, a friend). • Models and instructs students on how to explain their thinking on a process in math (district’s focus question or problem solving).

N – Narrative text; Assessed at 5th grade
E - Expository text; Assessed at 8th grade
T – Technical text
P – Persuasive text; Assessed in High School

Revised 11/19/2004

<p>punctuation. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>16. Uses correct grammar when writing sentences or phrases. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>17. Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>18. Uses graphic devices (e.g. tables, graphs, maps, other text features). (Conventions: prewriting, drafting, revising: T)</p>	<p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	