

Writing Second Grade First Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Establish a word rich environment • Provide daily opportunities for writing • Read aloud to students daily • Model good writing strategies and techniques • Lead brainstorming a list of topics to write about • Model prewriting skills (brainstorming, Thinking Maps®) • Model examples of using details and phrases and guide students to use them • Teach word patterns and the use of spelling resources/strategies • Conference daily with students • Plan mini-lessons on sequencing, main idea and vocabulary building • Demonstrate the use of transitions • Provide opportunities to celebrate and share writing <p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Use prewriting strategies to draft ideas, information and details • Write in complete sentences and begin to develop paragraphs • Begin to write with a focus and sequence with a beginning, middle and end • Add details to writing • Read and reread writing while drafting • Apply strategies taught by teacher • Conference with teacher, peers or other adults • Use temporary spelling • Use new vocabulary in writing 	<p style="text-align: center;"><u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> • Plans and makes judgments about what to include in written products (e.g., drawing and listing) <p>Drafting</p> <ul style="list-style-type: none"> • Compose a variety of products using self-selected topics • Compose first drafts by using a writing plan • Begin to use formal language and/or literary language in place of oral language patterns, as appropriate <p>Revising</p> <ul style="list-style-type: none"> • Rereads first draft for meaning • Uses the following part(s) of speech: subject <p>Editing</p> <ul style="list-style-type: none"> • Spells correctly using previously studied words • Spells correctly using spelling resources appropriately to generate or check spelling (e.g., word wall, personal dictionary) • Use editing to check and confirm correct use of conventions such as correct word order in sentences <p>Sharing/Publishing</p> <ul style="list-style-type: none"> • Correctly uses letter formation, lines, and spaces to create readable documents 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Capitalize the beginning of a sentence • Capitalize the pronoun I • Capitalize proper nouns (people, dates and geographic locations) • Use of period and question mark • Use of nouns, verbs and adjectives • Use of simple sentences <p><i>***All previously taught skills.</i></p> <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Capitalize titles, letter greetings, and closings • Exclamation point at the end of an exclamatory sentence • Commas in dates and to separate city and state in a friendly letter • Apostrophe in common contractions • Use of adverbs
	<p style="text-align: center;"><u>Writing Portfolio Suggestions</u></p> <p><i>“Tell About a Time You Played With a Friend”</i></p> <ul style="list-style-type: none"> • (1st MCS Writing prompt/Personal Experience Narrative) • Friendly Letter • Include any initial pieces that may show areas needing growth or areas of strength. <p><i>Include one or two initial pieces that may show areas needing growth or areas of strength</i></p>	

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Second Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Establish a word rich environment • Provide daily opportunities for writing • Read aloud to students daily • Continue to model good writing strategies and techniques • Model prewriting skills (brainstorming, Thinking Maps®) • Model examples of using details and phrases and guide students to use them • Teach word patterns and the use of spelling resources/strategies • Conference daily with students • Plan mini-lessons on sequencing, main idea, and vocabulary building • Focus on beginning, middle, and end • Demonstrate the use of transitions • Provide opportunities to celebrate and share writing 	<p style="text-align: center;"><u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> • Plans and makes judgments about what to include in written products (e.g., brainstorming, webs) <p>Drafting</p> <ul style="list-style-type: none"> • Composes a variety of products using self-selected topics (e.g., letters and learning logs) • Compose short paragraphs to report information • Write in a focused and logical sequence <p>Revising</p> <ul style="list-style-type: none"> • Use descriptive details • Use varied sentence patterns and lengths • Use the following part(s) of the sentence: predicate <p>Editing</p> <ul style="list-style-type: none"> • Spell correctly using spelling patterns • Spell correctly using spelling resources appropriately to generate or check spelling (e.g., word wall, personal dictionary) • Use capitalization and punctuation in own writing • Use editing to check and confirm correct use of conventions such as complete sentences <p>Sharing/Publishing</p> <ul style="list-style-type: none"> • Read aloud with fluency and expression any familiar text appropriate for early independent readers • Respond appropriately when participating in group discussions 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Capitalize titles, letter greetings, and closings • Exclamation point at the end of an exclamatory sentence • Commas in dates and to separate city and state in a friendly letter • Apostrophe in common contractions • Use of adverbs <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of period after an initial, abbreviation and after a decimal point • Commas in a list and in numbers • Apostrophe to show possession • Colons between number in time • Use of interjections, predicates, subjects and modifiers • Use of complex sentences • Use of paragraphs
<p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Use prewriting strategies to draft ideas, information and details • Write in complete sentences and begin to develop paragraphs • Begin to write with a focus • Focus on sequence with a beginning, middle, and end • Add details to writing • Read and reread writing while drafting • Apply strategies taught by teacher • Conference with teacher, peers or other adults • Use temporary spelling • Use new vocabulary in writing 		<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Refer to suggested book list • Scott-Foresman reading series • Empowering Writers <p style="text-align: center;"><u>Writing Portfolio Suggestions</u></p> <p><i>“Tell About a Time You Received a Gift”</i></p> <ul style="list-style-type: none"> • (2nd MCS Writing prompt/Personal Experience Narrative) • Poetry • Miscellaneous <p><i>Include one or two pieces that show areas needing growth or areas of strength</i></p>

Writing
Second Grade
Third Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Continue to provide daily opportunities for writing • Read aloud to students daily • Model good writing strategies and techniques • Model prewriting skills (brainstorming, Thinking Maps®) • Model examples of using details and phrases and guide students to use them • Encourage use of spelling and word resources • Conference daily with students • Plan mini-lessons according to needs of students • Focus on revising and editing skills • Guide students to begin organizing thoughts into paragraphs • Provide opportunities to celebrate and share writing <p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Revise by adding beginning, middle, or ending in response to questions and/or discussions during conferences • Revise to clarify meaning, expand and elaborate ideas • Use a thesaurus to generate synonyms for overused words • Participate in conferences with peers, teacher, or other adult • Proofread and edit for basic punctuation, capitalization and spelling • Apply all strategies taught 	<p style="text-align: center;"><u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> • Plans and makes judgments about what to include in written products (e.g., story maps) <p>Drafting</p> <ul style="list-style-type: none"> • Compose a variety of products using self-selected topics (e.g., simple narratives) • Write structured narratives when given help with organization • Write in a focused and logical sequence including a beginning, middle and end • Compose short paragraphs to narrate events <p>Revising</p> <ul style="list-style-type: none"> • Use expanded vocabulary to generate synonyms for commonly over-used words to increase clarity of written and oral communication • Use descriptive detail and elaboration • Use the following parts of a sentence: modifier (adjectives and adverbs) <p>Editing</p> <ul style="list-style-type: none"> • Spell correctly using analysis of sounds to represent all the sounds in a word in one's own writing • Spells most of the basic 100 high frequency words correctly in own writing • Use more conventional than temporary spelling • Correctly use plural forms of commonly used nouns in written products <p>Sharing/Publishing</p> <ul style="list-style-type: none"> • Respond appropriately when participating in group discussion by adapting language and communication behaviors to the situation to accomplish a specific purpose 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of period after an initial, abbreviation, and after a decimal point • Commas in a list and in numbers • Edit to check and confirm complete sentence use and correct word order in sentences <p style="text-align: center;"><i>***All previously taught skills.</i></p> <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Colons between number in time • Use of complex sentences • Use of paragraphs • Use of interjections, predicates, subjects and use of modifiers <hr/> <p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Refer to suggested book list • Scott-Foresman reading series • Empowering Writers • http://www.ttms.org <hr/> <p style="text-align: center;"><u>Writing Portfolio Suggestions</u></p> <p>(3rd MCS Writing Prompt/ Imaginative Narrative)</p> <ul style="list-style-type: none"> • Learning Log Entry (science, math, or social studies) • Book Report (including response to literature) • Miscellaneous <p style="text-align: center;"><i>Include one or two pieces that may show areas needing growth or areas of strength</i></p>
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Writing
Second Grade
Fourth Quarter

<p style="text-align: center;"><u>Teacher Expectations</u></p> <ul style="list-style-type: none"> • Establish a word rich environment • Provide daily opportunities for writing • Read aloud to students daily • Model good writing strategies and techniques • Continue to model prewriting skills (brainstorming, Thinking Maps®) • Continue to model examples of using details and phrases and guide students to use them • Teach word patterns and the use of spelling resources/strategies • Conference daily with students • Plan mini-lessons based on student needs • Focus on publishing • Provide opportunities to celebrate and share writing 	<p style="text-align: center;"><u>Writing Process</u></p> <p>Prewriting</p> <ul style="list-style-type: none"> • Use oral communication to identify, organize, and analyze information <p>Drafting</p> <ul style="list-style-type: none"> • Compose a variety of products using self-selected topics • Write structured, informative presentations when given help with organization • Compose short paragraphs to report information <p>Revising</p> <ul style="list-style-type: none"> • Revise first draft to clarify and refine writing with guided discussion • Relate paragraph to topic <p>Editing</p> <ul style="list-style-type: none"> • Spell correctly using spelling resources appropriately to generate or check spelling • Attend to spelling, mechanics, and format for final products in one's own writing • Use paragraphs in own writing (indenting) <p>Sharing/Publishing</p> <ul style="list-style-type: none"> • Use media and technology to enhance the presentation of information to an audience for a specific purpose. 	<p style="text-align: center;"><u>Conventions</u></p> <p><u>Review and hold accountable:</u></p> <ul style="list-style-type: none"> • Use of period after an initial, abbreviation and after a decimal point • Commas in a list and in numbers • Colons between numbers in time ***All previously taught skills. <p><u>Teach and hold accountable:</u></p> <ul style="list-style-type: none"> • Hyphen to divide a word. • Use of complex sentences • Use of paragraphs • Use of interjections, predicates, subjects and use of modifiers • Apostrophe to show possession
<p style="text-align: center;"><u>Student Expectations</u></p> <ul style="list-style-type: none"> • Use prewriting strategies to draft ideas, information and details • Write in complete sentences and begin to develop paragraphs • Use expanded vocabulary • Begin to incorporate literary language patterns and more complex grammar • Use correct plural forms of common nouns and age-appropriate contractions • Proofread and edit for punctuation • Use more conventional spelling than temporary spelling • Spell most high frequency words correctly • Apply editing symbols 	<p style="text-align: center;"><u>Teacher Resources</u></p> <ul style="list-style-type: none"> • Refer to suggested book list • Scott-Foresman reading series • Empowering Writers 	<p style="text-align: center;"><u>Writing Portfolio Suggestions</u> <i>“Tell About Your Favorite Day At School This Year”</i></p> <ul style="list-style-type: none"> • (4th MCS Writing Prompt/Personal Experience Narrative) • Research Project • Miscellaneous <p>***All to be included with K-2 Assessments ***If a student has one writing sample other than those listed, that shows a distinct need for improvement, or area of strength, you may include it for the third grade teacher.</p>

Student's Name _____ **School Year** _____
School _____ **Teacher** _____

Second Grade Writing Portfolio Checklist

1st Nine Weeks
_____ 1 st MCS Writing Prompt
_____ Friendly Letter
_____ Misc. _____

2nd Nine Weeks
_____ 2 nd MCS Writing Prompt
_____ Poetry
_____ Misc. _____

3rd Nine Weeks
_____ 3 rd MCS Writing Prompt
_____ Learning Log Entry (science, math or social studies)
_____ Book Report (response to literature)
_____ Misc. _____

4th Nine Weeks
_____ 4 th MCS Writing Prompt
_____ Research Project
_____ Misc. _____

All to be included with K-2 Assessments

If a student has one writing sample other than those listed, that shows a distinct need for improvement, or area of strength, you may include it for the third grade teacher.