# Writing

## Second Grade

### First Quarter

#### Teacher Expectations
- 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

#### Student Expectations
- 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

#### Writing Process

**Prewriting**
- Plans and makes judgments about what to include in written products (e.g., drawing and listing)

**Drafting**
- 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

**Revising**
- Rereads first draft for meaning
- Uses the following part(s) of speech: subject

**Editing**
- 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

**Sharing/Publishing**
- Correctly uses letter formation, lines, and spaces to create readable documents

#### Teacher Resources
- Refer to suggested book list
- Scott-Foresman reading series
- Empowering Writers

#### Conventions
- **Review and hold accountable:**
  - 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
- ***All previously taught skills.***

#### Teach and hold accountable:
- 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

**Writing Portfolio Suggestions**

- "Tell About a Time You Played With a Friend"
- (1st MCS Writing prompt/Personal Experience Narrative)
- Friendly Letter
- Include any initial pieces that may show areas needing growth or areas of strength.

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**Include one or two initial pieces that may show areas needing growth or areas of strength**

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Michell County Schools, 2nd Gr., 1st Quarter, 2008-09
### Writing
**Second Grade**  
**Second Quarter**

#### Teacher Expectations
- 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

#### Student Expectations
- 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

#### Writing Process

<table>
<thead>
<tr>
<th>Prewriting</th>
<th>Drafting</th>
<th>Revising</th>
<th>Editing</th>
<th>Sharing/Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans and makes judgments about what to include in written products (e.g., brainstorming, webs)</td>
<td>Composes a variety of products using self-selected topics (e.g., letters and learning logs)</td>
<td>Use descriptive details</td>
<td>Spell correctly using spelling patterns</td>
<td></td>
</tr>
<tr>
<td>Use varied sentence patterns and lengths</td>
<td>Use the following part(s) of the sentence: predicate</td>
<td>Spell correctly using spelling resources appropriately to generate or check spelling (e.g., word wall, personal dictionary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use capitalization and punctuation in own writing</td>
<td>Use editing to check and confirm correct use of conventions such as complete sentences</td>
<td></td>
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#### Conventions

**Review and hold accountable:**
- 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

**Teach and hold accountable:**
- 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

#### Teacher Resources
- Refer to suggested book list
- Scott-Foresman reading series
- Empowering Writers

#### Writing Portfolio Suggestions
- “Tell About a Time You Received a Gift”
  - (2nd MCS Writing prompt/Personal Experience Narrative)
- Poetry
- Miscellaneous

Include one or two pieces that show areas needing growth or areas of strength

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Mitchell County Schools, 2nd Gr., 2nd Quarter, 2008-09
# Writing
## Second Grade
### Third Quarter

### Teacher Expectations
- 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

### Student Expectations
- 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

### Writing Process
- **Prewriting**
  - Plans and makes judgments about what to include in written products (e.g., story maps)
- **Drafting**
  - 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
- **Revising**
  - 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)
- **Editing**
  - 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
- **Sharing/Publishing**
  - Respond appropriately when participating in group discussion by adapting language and communication behaviors to the situation to accomplish a specific purpose

### Conventions
**Review and hold accountable:**
- 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
  ***All previously taught skills.***

**Teach and hold accountable:**
- Colons between number in time
- Use of complex sentences
- Use of paragraphs
- Use of interjections, predicates, subjects and use of modifiers

### Teacher Resources
- Refer to suggested book list
- Scott-Foresman reading series
- Empowering Writers
- [http://www.ttms.org](http://www.ttms.org)

### Writing Portfolio Suggestions
(3rd MCS Writing Prompt/ Imaginative Narrative)
- Learning Log Entry (science, math, or social studies)
- Book Report (including response to literature)
- Miscellaneous

Include one or two pieces that may show areas needing growth or areas of strength

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Mitchell County Schools, 2nd Gr., 3rd Quarter, 2008-09
**Writing**

**Second Grade**

**Fourth Quarter**

**Teacher Expectations**

- 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

**Student Expectations**

- 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

**Writing Process**

- **Prewriting**
  - Use oral communication to identify, organize, and analyze information
- **Drafting**
  - Compose a variety of products using self-selected topics
  - Write structured, informative presentations when given help with organization
  - Compose short paragraphs to report information
- **Revising**
  - Revise first draft to clarify and refine writing with guided discussion
  - Relate paragraph to topic
- **Editing**
  - 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)
- **Sharing/Publishing**
  - Use media and technology to enhance the presentation of information to an audience for a specific purpose.

**Teacher Resources**

- Refer to suggested book list
- Scott-Foresman reading series
- Empowering Writers

**Conventions**

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**Review and hold accountable:**

- 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.***

**Teach and hold accountable:**

- 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

**Writing Portfolio Suggestions**

- “Tell About Your Favorite Day At School This Year”
  - (4th MCS Writing Prompt/Personal Experience Narrative)
- Research Project
- Miscellaneous

***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.***
**Second Grade Writing Portfolio Checklist**

<table>
<thead>
<tr>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
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<tbody>
<tr>
<td>1st MCS Writing Prompt</td>
<td>2nd MCS Writing Prompt</td>
</tr>
<tr>
<td>Friendly Letter</td>
<td>Poetry</td>
</tr>
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<td>Misc.</td>
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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.