

SECOND GRADE - WRITING CURRICULUM

Prewriting

*involves deciding on topic and audience, gathering and organizing information,
and selecting appropriate form for writing*

The student generates ideas. (Brainstorm)

Brainstorms with peer group	I/D
Brainstorms independently	D
Generates ideas from verbal prompt	D
Generates ideas from written prompt	I

The student considers purpose.

Informs	D
Describes	D
Explains	I/D
Persuades	I
Creates	D
Reflects	I

The student considers audience.

Self	D
Family	D
School	D
Community	D
Group/Individual	D

The student focuses ideas.

Narrows topic with class	D
Narrows topic independently	I/D

The student gathers information.

Experiences	D
Observations	D
References	I
Technology sources	I

The student uses strategies to organize ideas:

Uses graphic organizers (maps, webs, etc.)-teacher provided	D
Creates and applies graphic organizers (maps, webs, etc.) - student does without teacher assistance	I
Making Lists	I

The student considers genre.

Narrative: [e.g. journal, story]	D
Narrative: Friendly Letter	D
Creative: [e.g. story, poems, song, play script]	D
Expository: Early nonfiction writing	D
Expository: Nonfiction Report (guided research)	I
Persuasive	I
Technical Writing (basic directions, instructions)	I

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Drafting

involves developing idea/topic through sentences and/or paragraphs

The student connects pre-write process.	
Apply pre-write activities to create the draft.	D
The student creates text from ideas.	
Creates text that makes sense.	D
Develops text with purpose.	D
Uses developmental spelling.	D
The student rereads as necessary. (while writing draft)	
Rereads with teacher help	D
Rereads independently	D
The student writes independently or as a team.	
Writes independently	D
Writes collaboratively as a group.	I/D
The student uses genre in drafting.	
Recognizes structure in genre	I/D
Student applies general concept of genre to writing. (attempts genre with first draft)	D
Student applies genre characteristics to writing. (learns specific format characteristics & applies to first draft)	I/D
Conference/Respond	
<i>involves the process of reflecting and sharing to improve writing</i>	
The student reads own work to improve writing.	
Student independently finds ways to improve their writing.	I/D
Student uses resources with teacher assistance.	I/D
Student independently uses resources to improve their writing.	I/D
The student shares writing with the teacher to receive feedback to improve text.	
Student is able to converse about their writing.	D
Student shares writing for improvement.	D
Student identifies area for feedback with teacher assistance.	I/D
Student considers and applies teacher feedback for revision.	I/D
The student shares writing with peers to receive feedback to improve text.	
Student is able to converse with their peers about their writing.	D
Student shares writing with peers for improvement.	I/D
Student identifies area for feedback with their peer.	I/D
Student evaluates and applies peer feedback for revision.	I

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Revising

*involves the process of improving the meaning and content for clarity
(reread, reorder, remove or elaborate upon)*

Adds text.	
Adds text to elaborate on topic and ideas	I/D
Adds text to clarify purpose or meaning	I/D
Adds text to complete sentences	I/D
Adds text to improve sentence fluency	I
Adds text to create complete paragraphs (topic sentences, supporting details, closing sentence)	I
Adds drawings/graphics to enhance text.	D
Subtracts text.	
Subtracts incorrect labels or misplaced words	I/D
Subtracts text to focus on topic and ideas	I/D
Subtracts text to clarify purpose or meaning	I/D
Subtract text to improve sentence fluency	I
Organizes writing according to genre and purpose.	
Recognizes that published text has a structure (structure exists)	I/D
Recognizes that published text has a genre (naming it)	I/D
Adds own personality to writing.	
Understands concept of voice	D
Recognizes voice in writing	I
Attempts to include own voice in writing	I
Recognizes Tone and Mood in text	I
Rewords text.	
Recognizes that authors have word choice	I/D
Considers word choice in own writing	I/D
Revises in consideration of word choice	I/D
Uses the thesaurus as a reference.	I
Adjusts word order for fluency.	
Understands concept of fluency in writing	I/D
Recognizes areas lacking fluency in writing (with teacher assistance)	I/D
Improves text by using resource materials.	
Reference books with teacher assistance	I
Technology resources with teacher assistance	I

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Editing

*involves proofreading the written work for wording,
mechanics, spelling, and punctuation*

Addresses CAPITALIZATION errors.	
Beginning of a sentence	D
Proper nouns: names of	
People	D
Holidays	D
Specific Places (Jones Park, Luther School)	I
Cities, states, continents, oceans	I/D
Organizations, trade names, businesses	I
Titles (books, people)	I
Days of week, months of year	D
Abbreviations:	
First word in direct quotation (dialogue)	I
Identifies and corrects PUNCTUATION errors	
Periods	
End of sentences	D
Abbreviations	D
Titles	D
Initials	D
Question Marks	D
Exclamation Marks	D
Commas	
Dates	D
Addresses	I
Direct address	I
Series	I
Greetings/Closings	I
Identifies and corrects PUNCTUATION errors	
Colon	
Time/hours: minutes	I
Quotation marks	
Dialogue	I
Underlining (written or typed) or Italics (word processing)	
Titles: Books, plays movies	D
Apostrophe – possession	
Regular	I
Independently corrects errors.	I

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Editing, Continued

involves proofreading the written work for wording, mechanics, spelling, and punctuation

Applies knowledge of grammar to text. (sentence structure, fluency, etc.)	
Parts of Speech	
Nouns	D
Verbs	D
Adjectives	I
Pronouns	I
Verb Tense	
Past, present, future	I
Subject - verb agreement	I
Utilizes grade level editing marks.	I/D

Publish

involves preparing and bringing a final product to the attention of the audience

Applies penmanship and/or word processing skills.	
Publishes by printing letters and words	D
Publishes by word processing	I/D
Provides adequate citations.	
Documents sources informally	I
Lists sources at end of document	I
Uses appropriate format. (title, cover page, heading)	
Gives writing a title	D
Assigns titles appropriate to genre and text	I/D
Creates a heading according to teacher expectation	D
Creates an informal title page (title, date, grade, name)	I
Shares writing with intended audience.	
Shares writing with home	D
Shares writing with peers	D
Shares writing with self identified audience	D
Shares with community or organization	D
Displays work in school	D
Shares writing from genre grade level focus	D
Appropriately utilizes visual aids (including illustrations, charts, tables, graphs, etc.)	
Incorporates illustrations and text (handmade books)	D
Incorporates illustrations, charts, tables, diagrams and graphs by hand	I
Incorporates illustrations, charts, tables, diagrams and graphs using wordprocessing or spreadsheet software	I
Presents writing using poster or prop	I

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Genre

involves developing a variety of writing styles

Narrative - Nonfiction	
Writes personal experiences in basic narrative form (beginning, middle and end, characters, details)	D
Writes in response/reflection to literature (no specified format)	I/D
Writes simple autobiography	D
Narrative: Creative / Expressive	
Writes in personal journal / writer's notebook	D
Writes fictional stories in basic narrative form (beginning, middle and end, characters, details)	D
Writes early poetry (mimics form)	D
Writes poetry according to easy format (haiku, ab ab rhyming, free verse, etc)	I
Creates poetry determining own format	I
Understands genre of fables and folklore	I
Expository	
Sketches / labels biography information (specific people and characters)	D
Writes simple biography	I/D
Writes to describe observations	D
Writes to describe places and things	D
Writes summary of story	I
Writes simple reports (from verbal/visual information - teacher)	I/D
Writes nonfiction report to inform (from nonfiction book - single source) independent work	I/D
Writes nonfiction report to inform (from multiple sources)	I
Technical	
Writes to explain how (simple steps, directions, etc)	I
Writes to explain mathematical thought / action	I/D
Timed Writing	
Writes meaningful piece in 30 minutes (no prompt-chooses own genre)	D
Writes meaningful piece in 30 minutes (prompt-chooses own genre)	D
Assessment Response	
Writes in complete sentences in response to written question (without teacher assistance)	I/D
Manages time in assessment situation	I/D

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Craft

*involves using the craft
of a published author to serve as a writing mentor*

Reads and rereads own writing as a reader	
Rereads own writing as a "reader" (teacher guided/modeled)	I/D
Rereads own writing from a variety of perspectives as different "readers" (teacher guided/modeled)	I
Identifies possible changes based on reader's needs (teacher guided/modeled)	I/D
Reflects on own writing during the process (teacher guided)	D
Makes changes during the writing process based on reflection	I/D
Reflects on own writing after publishing (teacher guided)	D
Reads and rereads literature like a writer (recognizes craft & recognizes literature as published writing)	
Understands concept of author as writer	D
Understands that authors use/personalize the writing process	D
Understands that authors tailor writing to a specific audience and purpose	I/D
Understands that a writer can learn from other writers (peer or professional author)	D
Recognizes that literature is published writing	D
Selects a craft from an author and applies it in their own writing	
Recognizes a "craft" in a piece of literature (teacher guide)	I/D
Uses vocabulary of a writer to name, discuss, and apply craft	
Character	D
Dialogue	D
Plot (setting, conflict, rising action, climax, falling action, solution)	I
Rhyme	I/D
Rhythm	I
Sequence of Events	D
Setting	I/D
Simile	I
Title	I/D