

SECOND GRADE
(Six-Trait Foci: Sentence Fluency, Word Choice)
EALR 1 – The Writing Process

- 1.1 PREWRITE - Applies at least one strategy for generating ideas and planning writing.**
- Talks to generate ideas and rehearse writing (e.g. class brainstorm)
 - Uses visual tools for planning (e.g. word web, list, story frame, drawing)
 - Uses multicultural literature (fiction and non-fiction) to stimulate ideas
- 1.2 DRAFT - Produces a draft of multiple sentences or several paragraphs over time. (HP: Preferably a draft on a single topic with 3 paragraphs of 4-6 sentences each)**
- Uses a plan from prewriting to write a draft
 - Works on one draft over one to three days
- 1.3 REVISE - Revises text by adding and deleting words and phrases.**
- Rereads own writing for meaning
 - Rereads work several times and has a different focus for each reading (e.g. first reading – looking for descriptive words; second reading – looking for active verbs)
 - Participates in peer conferences (e.g. “Tran, please look at this and help me see if it makes sense.”)
 - Uses adult and peer suggestions to clarify and revise writing
 - Recognizes overused words and makes substitutions
- 1.4 EDIT - Applies understanding of editing appropriate for grade level (see 3.3).**
- Identifies and corrects errors in grade level conventions
 - Uses a simple checklist for editing
 - Uses spelling lists and a personal dictionary to check accuracy and meaning
- 1.5 PUBLISH - Publishes own writing.**
- Reads own work aloud
 - Selects format for publishing
 - Publishes text in various ways
 - Publishes text with assistance

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EALR 2 – Writing in a Variety of Forms for Different Audiences and Purposes

2.1 AUDIENCE

Understands that writing changes for different audiences.

- Writes letters using language appropriate to different audiences
- Writes instructions for different audiences

2.2 PURPOSE

Demonstrates understanding of different purposes for writing.

- Writes to respond to literature in some detail
- Writes to tell stories
- Writes to explain

2.3 FORMS/GENRES

Uses a variety of forms/genres.

- Explains the relationship between form and purpose (e.g. instructions – to explain how to)
- Maintains a log or portfolio to track variety of forms/genres used
- Explains why one form is more appropriate than another
- Uses a variety of new forms/genres (e.g. journals, fictional stories, instructions, graphs, rhymes, letters)

2.4 CAREER APPLICATIONS

Knows important personal information.

- Writes personal address and phone messages

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EALR 3 – Clear and Effective Writing (Through Use of the Six Traits: Ideas, Organization, Sentence Fluency, Word Choice, Voice, Conventions)

3.1 IDEAS - Analyzes ideas, selects topic, adds detail and elaborates.

- Develops list of specific topics for writing
- Selects from a list of specific topics for writing
- Maintains focus on a specific topic
- Includes supporting information
- Selects appropriate title for a piece of writing
- ORGANIZATION – Organizes multiple sentences on one topic showing beginning, middle, and end.**
- Groups related ideas, sometimes in paragraphs
- Uses transitions frequently
- Organizes narrative chronologically and sequentially
- Organizes procedural writing sequentially
- Organizes informational writing using categories

3.2 STYLE

VOICE – Writes with voice.

- Uses words to show emotion and interest
- Uses “book language”

WORD CHOICE – Uses a variety of words.

- Builds a rich vocabulary through talking, listening, writing, and language activities
- Uses descriptive words
- Uses classroom resources (e.g. word walls, name charts, labels)

SENTENCE FLUENCY – Uses more than one sentence type and structure.

- Writes a variety of sentence beginnings
- Writes a variety of sentence structures
- Write a variety of sentence types
- Writes poetry with patterns

3.3 CONVENTIONS

Uses legible handwriting.

- Maintains consistent size, spacing, and formation in handwriting, especially in published works

SPELLING – Spells words appropriate for the grade level accurately, with challenging words spelled phonetically.

- Uses spelling rules and patterns from previous grades
- Spells high-frequency words correctly
- Uses phonetic approximations for challenging words
- Recognizes and uses grade level appropriate spelling patterns (e.g. digraphs, CVVC words, two-syllable high-frequency words)
- Indicates words that may be misspelled
- Uses spelling resources
- CAPITALIZATION – Applies capitalization rules.**
- Uses capitalization rules from previous grades
- Capitalizes local geographical names
- Capitalizes first word in greeting and closing of a letter

PUNCTUATION – Applies punctuation rules.

- Uses punctuation rules from first grade

- ❑ Uses comma after greeting and closing of friendly letter
- ❑ Uses some quotation marks in dialogue
- ❑ Uses colon when writing time
- ❑ Uses apostrophes correctly in contractions

GRAMMAR - Applies usage rules.

- ❑ Applies usage rules from first grade
- ❑ Maintains subject/verb agreement
- ❑ Maintains consistent tense, especially past tense
- ❑ Uses standard verb forms in past tense or past participle
- ❑ Uses possessive pronouns
- ❑ Uses subject pronouns
- ❑ Uses contractions correctly

Uses complete sentences in writing.

Understands paragraph conventions.

- ❑ Explains that paragraphs begin with indentation or skipped lines

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EALR 4 – Analyzing and Evaluating Writing

- 4.1 ANALYZES AND EVALUATES OTHERS' AND OWN WRITING**
Understands criteria are used to select a preferred piece of writing.
- ❑ Identifies criteria for why stories and authors are preferred
- Uses specific criteria for analyzing own writing**
- ❑ Identifies specific strengths in writing
 - ❑ Compares own writing to anchor papers, checklist, or rubric

- 4.2 GOALS**
Identifies specific goals for next piece of writing.
- ❑ Confers with teacher to set goals
 - ❑ Sets goals based on own writing and anchor or model papers
 - ❑ Maintains a written log of goals