

WRITING
EALRS AND THEIR COMPONENTS
GRADE 2

1. THE STUDENT UNDERSTANDS AND USES THE WRITING PROCESS.

1.1. Prewrites to generate ideas and plan writing.

1.1.1. 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 nonfiction) to stimulate ideas.

1.2. Produces drafts.

1.2.1. Produces a draft of multiple sentences or several paragraphs over time.

*Uses a plan from prewriting to write a draft.

*Works on one draft over one to three days.

1.3. Revises to improve text.

1.3.1. 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 and phrases; second reading – looking for active verbs).

1.4. Edits text.

1.4.1. 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. Publishes text to share with audience.

1.5.1. Publishes own writing.

*Reads own work aloud (e.g., family night, writing buddy).

*Selects formats for publishing (e.g., fonts, graphics, photos, colors) to enhance writing.

*Publishes text in various ways (e.g., posts on wall, read from author's chair).

*Publishes text with assistance (e.g., class books).

1.6. Adjusts writing process as necessary.

1.6.1. ---

1.6.2. ---

1.6.3. ---

2. THE STUDENT WRITES IN A VARIETY OF FORMS FOR DIFFERENT AUDIENCES AND PURPOSES.

2.1. Adapts writing for a variety of audiences.

2.1.1. Understands that writing changes for different audiences.

*Writes letters using language appropriate to different audiences (e.g., Dear Officer Jones vs. Dear Mike).

*Writes instructions for different audiences (e.g., telling kindergarteners how to line up, telling a substitute teacher how to take attendance).

2.2. Writes for different purposes.

2.2.1. Demonstrates understanding of different purposes for writing.

*Writes to respond to literature in some detail (e.g., how I am like a character).

*Writes to tell stories (e.g., personal, "once upon a time" or "one day").

*Writes to explain (e.g., effects of tooth brushing on health, how I found an answer to a mathematics problem).

2.3. Writes in a variety of forms/genres.

2.3.1. 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, including journals, fictional stories, instructions (explains how to), graphs, rhymes, and letters.

2.4. Writes for career applications.

2.4.1. Knows important personal information.

- *Writes personal address and phone messages.

3. THE STUDENT WRITES CLEARLY AND EFFECTIVELY.

3.1. Develops ideas and organizes writing.

3.1.1. Analyzes ideas, selects topics, adds detail, and elaborates.

- *Develops list of specific topics for writing (e.g., playing with a pet or friend).
- *Selects from a list of specific topics for writing.
- *Maintains focus on a specific topic (e.g., writes and draws in a science journal about scientific observations such as the life cycle of a plant or animal).
- *Includes supporting information (e.g., adjectives, explanatory sentences, examples, and personal experiences).
- *Selects appropriate title for a piece of writing.

3.1.2. Organizes multiple sentences on one topic showing beginning, middle, and ending.

- *Groups related ideas, sometimes in paragraphs.
- *Uses transitions frequently (e.g., *next*, *first*, *after*).
- *Organizes narrative chronologically and sequentially.
- *Organizes procedural writing sequentially.
- *Organizes informational writing using categories.

3.2. Uses appropriate style.

3.2.1. Writes with voice.

- *Uses word choice to show emotions and interest.
- *Uses “book language” (e.g., fairy tale language – “once upon a time” or “in a faraway land”).

3.2.2. Uses a variety of words.

- *Builds a rich vocabulary through listening, talking, writing, and language activities.
- *Uses descriptive words (e.g., color words, sensory words, size words).
- *Uses classroom resources (e.g., personal dictionaries, word walls, other student/teacher-generated resources).

3.2.3. Uses more than one sentence style and structure.

- *Writes a variety of sentence beginnings (e.g., starts with a prepositional phrase: “After recess, we will start our writing workshop.”).
- *Writes a variety of sentence structures (e.g., “My best friend say by me at lunch. We talked as we ate our burritos.”).
- *Writes a variety of sentence types (e.g., declarative, imperative, exclamatory, interrogative).
- *Writes poetry with patterns.

3.3. Knows and applies appropriate grade level writing conventions.

3.3.1. Uses legible handwriting.

- *Maintains consistent size, spacing, and formation in handwriting, especially in published work.

3.3.2. 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 (e.g., *said*, *where*, *why*, *when*).
- *Uses phonetic approximations for challenging words (e.g., *cuzin* for *cousin*).
- *Recognizes and uses grade level appropriate spelling patterns, like digraphs (nt, ng), CVVC words (nail, bean, main), two-syllable high-frequency words (funny, mother, happy).

*Indicates words that may be misspelled.

*Uses spelling resources (e.g., word walls, student dictionaries, high-frequency word charts, peers).

3.3.3. **Applies capitalization rules.**

*Uses capitalization rules from previous grades (first word, days of week, months of year, names, I)

*Capitalizes local geographic names (e.g., Yakima).

*Capitalizes first word in greeting and closing of a letter.

3.3.4. **Applies punctuation rules.**

*Uses punctuation rules from first grade (periods, question marks, exclamation points).

*Uses comma after greeting and closing of a friendly letter.

*Uses some quotation marks in dialogue.

*Uses colon when writing time (e.g., 12:30).

*Uses apostrophes correctly in contractions (e.g., don't).

3.3.5. **Applies usage rules.**

*Applies usage rules from first grade (pronouns, plural nouns).

*Maintains subject/verb agreement.

*Maintains consistent tense, especially past tense.

*Uses standard verb forms in past tense or past participle (e.g., He went home. We were going home.)

*Uses possessive pronouns (e.g., its, theirs).

*Uses subject pronouns (e.g., she vs. her).

*Uses contractions correctly (e.g., won't, can't, I'm).

3.3.6. **Uses complete sentences in writing.**

3.3.7. **Understands paragraph conventions.**

*Explains that paragraphs begin with indentation or skipped lines.

3.3.8. ---

4. **THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF WRITTEN WORK.**

4.1. **Analyzes and evaluates others' and own writing.**

4.1.1. **Understands criteria are used to select a preferred piece of writing.**

*Identifies criteria for why stories/authors are preferred (e.g., description, word choice).

4.1.2. **Uses specific criteria for analyzing own writing.**

*Identifies specific strengths in writing (e.g., ideas, organization, word choice).

*Compares own writing to anchor paper, checklist, or rubric.

4.2. **Sets goals for improvement.**

4.2.1. **Identifies specific goals for next piece of writing.**

*Confers with teacher to set goals (e.g., add description of a character, change the beginnings of sentences).

*Sets goals based on own writing and anchor or model papers.

*Maintains a written log of goals.