

TUCSON UNIFIED SCHOOL DISTRICT WRITING EXCEPTIONAL EDUCATION STANDARDS

Second Grade
(Approved May 2006)

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

- Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes. (W02-S1C1)
 - PO 1. *Generate ideas through prewriting activities (e.g., brainstorming, **webbing**, drawing, writer's notebook, group discussion).*
 - Alternate:** 1. Generate ideas through a variety of activities.
 - 2. Generate ideas by providing comments on a specific activity.
 - 3. Generate ideas through collecting pictures, objects, partial objects, or models for writing ideas.
 - PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.
 - PO 3. Determine the intended audience of a writing piece.
 - PO 4. Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.

Concept 2: Drafting

- Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose. (W02-S1C2)
 - PO 1. Write a draft with supporting details.
 - PO 2. Organize details into a logical sequence.

Concept 3: Revising

- Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?) (W02-S1C3)
 - PO 1. Reread original draft for clarity.
 - PO 2. Add additional relevant details for audience understanding.
 - Alternate:** 1. Select details from a picture or word bank to add to the rough draft.
 - 2. Given a piece of writing and a picture/word bank, select details to add to the rough draft.
 - 3. Choose a specific picture that would provide additional details about a given topic.
 - PO 3. Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or **rubric**. (See Strand 2)

Concept 4: Editing

- Editing includes proofreading and correcting the draft for conventions. (W02-S1C4)
 - PO 1. Review the draft for errors in conventions. (See Strand 2)
 - PO 2. Use simple resources (e.g., **word walls**, primary dictionaries) to correct conventions.

Concept 5: Publishing

- Publishing involves formatting and presenting a final product for the intended audience. (W02-S1C5)
 - PO 1. *Rewrite and illustrate selected pieces of writing for sharing with intended audience.*
 - PO 2. *Write legibly*
 - Alternate:** 1. Consistently write left to right and top to bottom.
 - 2. Space appropriately between words.
 - 3. Make marks with writing instruments or a stamp in a defined area.

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Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

- Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished. (W02-S2C1)

PO 1. Write *stand-alone text* that expresses a clear message.

Alternate: 1. Use pictures with imitative text, letters, or recognizable words to convey meaning.

2. Use pictures to convey meaning.

3. Given two pictures, match correct picture to spoken word.

PO 2. Incorporate relevant details that give the text interest.

Concept 2: Organization

- Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together. (W02-S2C2)

PO 1. Organize content in a selected format (e.g., friendly letter, **narrative**, expository text). (See Strand 3)

PO 2. Use beginning and concluding statements (other than simply "The End") in text.

PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.

PO 4. Use **transitional words** and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.

PO 5. Write multiple sentences that support a topic.

Concept 3: Voice

- Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose. (W02-S2C3)

PO 1. Show awareness of the audience through word choice and style.

PO 2. Write text that is expressive, individualistic, engaging, and lively.

Concept 4: Word Choice

- Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. (W02-S2C4)

PO 1. Select words that convey the intended meaning and create a picture in the reader's mind.

Alternate: 1. Select captions or descriptors which enhance pictures to convey meaning.

2. Select labels or names that go with a picture to convey meaning.

3. Given two items, select the object/partial object, tactile symbol, or picture that is associated with the spoken or signed word.

PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.

PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.

Concept 5: Sentence Fluency

- Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. (W02-S2C5)

PO 1. Write *simple sentences*.

PO 2. Write sentences that flow together and sound natural when read aloud.

PO 3. Use a variety of sentence beginnings and lengths.

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Strand 2: Writing Elements (contd.)

Concept 6: Conventions

• Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. (W02-S2C6)

PO 1. *Use capital letters for:*

- a. *the pronoun I*
- b. *the beginning of a sentence*
- c. **proper nouns** (i.e., names, days, months)

- Alternate:** 1. Use capital letters for the pronoun I, names, and the beginning of a sentence.
2. Use capital letters for the pronoun I and first name.
3. Select between the upper and lower case letter for first name.

PO 2. *Punctuate endings of sentences using:*

- a. *periods*
- b. *question marks*
- c. *exclamation points*

- Alternate:** 1. *Given teacher prepared sentences, punctuate endings of sentences using periods and question marks.*
2. *Given a teacher prepared sentence, punctuate ending of sentence using a period.*
3. *Identify if comment is a question or statement.*

PO 3. Use commas to punctuate:

- a. items in a series
- b. greetings and closings of letters
- c. dates

PO 4. Use a colon to punctuate time.

PO 5. Use apostrophes to correctly punctuate contractions.

PO 6. Spell **high frequency words** correctly.

- Alternate:** 1. Given a list of high frequency words, spell any ten words.
2. Given a list of high frequency words, spell any five words.
3. Correctly spell first name.

PO 7. Use common spelling patterns/ generalizations, including:

- a. **word families**
- b. simple **CVC words**
- c. **regular plurals**
- d. simple prefixes
- e. simple suffixes

PO 8. Use **phonetic spelling** and **syllabication** to create readable text.

PO 9. *Use resources (e.g., **environmental print**, **word walls**, dictionaries) to spell correctly.*

- Alternate:** 1. *Given five words, use word wall and personal word dictionary to spell correctly.*
2. *Given two words, use a word wall/list to spell correctly.*
3. *Select correct spelling of name/name symbol from choice of two using personal word dictionary.*

PO 10. *Use the following parts of speech correctly in **simple sentences**:*

- a. *nouns*
- b. *action verbs*
- c. *personal pronouns*
- d. *adjectives*

PO 11. *Use subject/verb agreement in **simple sentences**.*

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Strand 2: Writing Elements (contd.)

Concept 6: Conventions (contd.)

PO 12. *Write own name on personal work.*

- Alternate:**
1. Using a model, write name on personal work.
 2. Given two first name stamps, select correct name to stamp on personal work.
 3. Given correct name stamp, stamp name in designated area on personal work.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.

Concept 1: Expressive

• Expressive writing includes **personal narratives**, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events. (W02-S3C1)

- PO 1. *Write a **narrative** that includes:*
- a. *a main idea based on real or imagined events*
 - b. *character(s)*
 - c. *a sequence of events*

- Alternate:**
1. *Dictate a personal narrative to a scribe that expresses what happened and who was involved.*
 2. *Dictate a personal narrative to a scribe that describes an event.*
 3. *Share a personal experience through pictures or drawing that describes an event.*

PO 2. Write simple poetry, **rhymes**, or chants.

Concept 2: Expository

• Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience. (W02-S3C2)

- PO 1. Write expository texts (e.g., labels, lists, observations, journals).
- PO 2. *Participate in creating simple summaries from informational texts, graphs, tables, or maps.*
(See M02-S2C1; R02-S3C1-04, -05)

Concept 3: Functional

• Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas. (W02-S3C3)

- PO 1. *Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).* (See R02-S3C2; M02-S2C1)

- Alternate:**
1. *Using a template, write a variety of functional text.*
 2. *Using a model, write a variety of functional text.*
 3. *Use a name stamp or label.*

PO 2. Write communications, including:

- a. **friendly letters**
 - b. thank-you notes
- Alternate:**
1. *Participate in writing thank-you notes or friendly letters with teacher as scribe.*
 2. *Participate in writing thank-you notes with teacher as scribe.*
 3. *Using a name stamp, sign written communications.*

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Strand 3: Writing Applications (contd.)

Concept 4: Persuasive

- Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. (W02-S3C4)

No performance objectives for this grade level.

Concept 5: Literary Response

- Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. (W02-S3C5)

PO 1. *Write a response to a literature selection identifies the:*

- a. *character(s)*
- b. ***setting***
- c. *sequence of events*
- d. ***main idea***
- e. *problem/solution*

(See R02-S2C1)

PO 2. Write a response to a literature selection that connects:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare within multiple texts)

(See R02-S2C1)

Concept 6: Research

- Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. (W02-S3C6)

PO 1. Locate and use informational sources to write a simple report that includes:

- a. a title
- b. a **main idea**
- c. supporting details

(See R02-S3C1-03, -04, -05)