

2ND GRADE WRITING SKILLS

WEEK	WRITING GENRE & SKILL	SAMPLE GOAL
1	Writing strategies – thinking of ideas	I can think of an idea to write about.
2	Writing strategies – planning ideas / prewriting	I can plan my ideas on paper with drawings and words.
3	Writing strategies – spelling, punctuation, capitalization	I can use my best guess to spell difficult words.
4	Writing strategies – writing stamina	I can keep working on my writing for a long time.
5	Writing strategies – types of writing	I can write for different purposes.
6	Narrative writing – writing about one event	I can write a story about one event.
7	Narrative writing – beginning, middle, and end	I can include a beginning, middle, and end in my story.
8	Narrative writing – details for actions, thoughts, and feelings	I can use many details to describe the characters.
9	Narrative writing – editing and revising	I can make my writing even better by revising.
10	Opinion writing – stating an opinion	I can state my opinion about a topic.
11	Opinion writing – writing reasons to support opinions	I can write a few reasons to support my opinion.
12	Opinion writing – using linking words	I can use linking words to connect my opinion and reasons.
13	Opinion writing – rereading writing and revising	I can reread my writing to make sure it makes sense.
14	Informational writing – topic sentence	I can write a topic sentence to introduce my topic.
15	Informational writing – facts vs. opinions vs. stories	I can write true facts in my informational text.
16	Informational writing – writing a conclusion	I can write a conclusion at the end of my text.
17	Informational writing – peer revising	I can work with a partner to revise my writing.
18	Letter writing – word choice	I can use many interesting words in my writing.
19	Letter writing – writing organization	I can organize my writing in a way that makes sense.
20	Narrative writing – using dialogue	I can write dialogue for the characters in my story.
21	Narrative writing – expanding sentences	I can expand my sentences to add more details.
22	Narrative writing – writing an introduction	I can write an introduction to hook the reader.
23	Narrative writing – using illustrations	I can add illustrations to my story that help the reader.
24	Opinion writing – focusing on one topic	I can focus my writing on one topic.
25	Opinion writing – using evidence-based reasons	I can use reasons based in facts to support my opinion.
26	Opinion writing – audience and purpose	I can think about the reader and what they want to know.
27	Opinion writing – transition words	I can use transition words to connect ideas.
28	Informational writing – sounding like an author	I can write like an author would.
	Informational writing – using facts, definitions, and examples	I can use facts, definitions, and examples in my writing.
	Informational writing – nonfiction text features	I can create text features to help the reader understand.
	Informational writing – publishing writing	I can publish my writing and make it look professional.
	Informational writing – asking a question	I can think of a question I want to know the answer to.
	Informational writing – finding clues to answer the question	I can find information to answer my question.
	Informational writing – choosing a topic	I can choose a topic I am interested in to write about.
35	Research reports – writing information in your own words	I can write information I learn in my own words.
36	Research reports – sharing your report with others	I can share my writing with others.

**EDITABLE
VERSION**

2nd Grade Writing Scope And Sequence

Thomas Newkirk, Nancie Atwell



2nd Grade Writing Scope And Sequence:

Nonfiction Writing Power Adrienne Gear, 2014-02-17 Writing nonfiction is a key skill that students will need throughout their school lives and beyond This remarkable book is designed to help teachers develop a writing program that will enable their students to harness all of their Nonfiction Writing Powers to Describe to Instruct to Compare to Persuade to Explain and to Report It illustrates ways to encourage students to write because they have something to say and to recognize that writing well means considering intent and purpose and choosing the best form of expression Ideal for teaching writing in the content areas the book includes guidance on linking writing forms to Science Social Studies and other subject areas

A Fresh Look at Phonics, Grades K-2 Wiley Blevins, 2016-06-17 In a Fresh Look at Phonics Wiley Blevins author of the blockbuster Phonics from A Z explains the 7 ingredients of phonics instruction that lead to the greatest student gains based on two decades of research in classrooms For each of these seven must haves Wiley shares lessons routines word lists tips for ELL and advanced learners and advice on pitfalls to avoid regarding pacing decodable texts transition time and more A Fresh Look at Phonics is the evidence based solution you have been seeking that ensures all students develop a solid foundation for reading

Improving Standards-Based Learning Judy F. Carr, Doug Harris, 2009-05-21 This is the best nuts and bolts guide for improving teaching and learning in our schools Carr and Harris have been successful in every school district they have consulted in Now we have access to their insight and experience in a book that is perfectly laid out with examples and worksheets to guide successful instructional improvement If you re serious about instructional leadership this is the one book you need on your desk Kenneth W Eastwood Superintendent Middletown City School District NY Use this tool kit to develop a high quality curriculum that impacts student learning Although schools and districts across the country have made notable strides in their instructional programs educators continue to struggle with developing curriculum that addresses each learner s needs and strengths is aligned to instruction and assessment supports standards based learning and results in increased student learning In this book the authors provide a curriculum and improvement process that not only shows school leaders how to design a strong coherent curriculum but also leads the reader through the critical processes of implementing and then evaluating that curriculum for instructional improvement This resource is packed with ready to use tools that can be tailored to meet site specific needs and includes examples from schools and districts proven strategies guidelines and worksheets graphics and vignettes that illustrate key points and questions that promote reflection The book addresses key issues including How is curriculum put together Who should be involved and what should be included How should we go about it and how long will it take What should be considered during implementation How is curriculum evaluated Whether you are experienced or just getting started Improving Standards Based Learning provides an accessible framework with numerous tools for developing a curriculum that can generate substantive improvement in teaching and learning

Curriculum Development for Students with Mild Disabilities Carroll J. Jones, 2010 Many teachers of

students with mild disabilities experience difficulty writing IEPs and they lack a foundation in the regular education curriculum of academic skills and sequences associated with each grade level This book was designed to provide this foundation Presented in the form of scope and sequence charts that can be used as objectives for the State Frameworks goals and benchmarks this resource assists in preparing IEPs including the new process of identification of children with disabilities through their responses to intervention RTI An additional focus is on the impact of federal laws IDEA and NCLB on the curriculum and assessment in schools today The book has been reorganized into ten chapters including historical perspectives early childhood special education curricula oral expression curricula reading and listening curricula written expression curricula mathematics curricula educational technology curricula K 12 social and self competence curricula science curricula and evaluation reports case studies Appendix The scope and sequence charts were modified to include current national education standards and benchmarks and the skills in each of the academic areas that require annual state assessment These charts will assist teachers in modifying the general education curriculum for students with mild disabilities and to write complete Individual Education Programs using age appropriate and developmentally appropriate teaching and assessment materials Chapter summaries included for review purposes also serve as selective and motivational reading With special education teachers in short supply and the demands on their time so great this book will provide a valuable resource for cutting the clutter and moving to the heart of the teaching process determining what skills students need to move effectively to the next level

Resources in Education, 1999-10 4th Grade Cursive Teacher's Guide Jan Z. Olsen, Emily F. Knapton, 2008 Perfect bound teacher's guide Writing in the Content Areas Amy Benjamin, 2005 First Published in 2005 Routledge is an imprint of Taylor Francis an informa company Instructional Practices for Students with Behavioral Disorders J. Ron Nelson, Gregory J. Benner, Paul Mooney, 2013-12-09 Presenting a broad range of instructional programs and practices that are proven effective for students with behavioral disorders this is the first resource of its kind for K 3 teachers and special educators Described are clear cut strategies for promoting mastery and fluency in early reading writing and math while tailoring instruction to each student's needs Grounded in a three tiered response to intervention framework that facilitates data based assessment decision making and progress monitoring the book includes helpful examples and reproducibles A special chapter outlines instructional management procedures for enhancing student engagement and promoting positive behavior

Creoles in Education Bettina Migge, Isabelle Léglise, Angela Bartens, 2010-05-17 This volume offers a first survey of projects from around the world that seek to implement Creole languages in education In contrast to previous works this volume takes a holistic approach Chapters discuss the sociolinguistic educational and ideological context of projects policy developments and project implementation development and evaluation It compares different kinds of educational activities focusing on Creoles and discusses a list of procedures that are necessary for successfully developing evaluating and reforming educational activities that aim to integrate Creole languages in a viable and

sustainable manner into formal education The chapters are written by practitioners and academics involved in educational projects They serve as a resource for practitioners academics and persons wishing to devise or adapt educational initiatives It is suitable for use in upper level undergraduate and post graduate modules dealing with language and education with a focus on lesser used languages IJER Vol 7-N3 International Journal of Educational Reform,1998-07-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world *Curriculum-based Assessment* Carroll J. Jones,2008 Although curriculum based assessment CBA has been on the horizon for a number of years there has been a need for a practical classroom based approach for its implementation This second edition is a major revision and update that offers practical and specific methods for developing and using CBAs in an educational setting It gives educators a highly specific step by step approach to building CBAs in the area of reading word recognition reading comprehension content reading mathematics and written expression Each chapter offers detailed easy to read and easy to follow instructions for the assessment construction process To further clarify the process extensive examples are given in table format A unique feature of the text is the manner in which the author illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter Its formative assessment approach gives the teacher additional detailed information about students OCO performance which in turn should guide the type of instruction designed and implemented ultimately leading to higher performance on summative outcome measures Addition ally detailed information is provided on subject area CBA construction the creation and implementation of a district wide CBA system for response to intervention and how to use IDEA S response to intervention in student evaluation **The Latest and Best of TESS** ,1991 *Catholic Education in North Carolina* ,1958 *Handbook of Literacy in Africa* R. Malatesha Joshi,Catherine A. McBride,Bestern Kaani,Gad Elbeheri,2023-07-28 This volume highlights the shortcomings concerning literacy

development in Africa and collates the current available literature based on empirical research in various countries in a coherent manner Further emphasized is how the current research can guide practical information to improve the literacy situation in Africa The research studies will encompass various fields such as linguistics neurosciences and education and will provide future research directions and instructional recommendations to improve the literacy situation in Africa **The Use of Data in School Counseling** Trish Hatch,Julie Hartline,2021-07-29 This edition provides school counselors with new ways for moving from reactive to proactive and from random to intentional counseling By using data to determine what all students deserve to receive and when some students need more it offers effective ways to provide proactive school counseling services stay accountable and advocate for systemic change Includes data analysis intervention strategies methods aligned with standards examples artifacts and other tools **Curriculum Leadership** Allan A. Glatthorn,Floyd Boschee,Bruce M. Whitehead,2012 Curriculum Leadership Strategies for Development and Implementation Third Edition is a one of a kind resource written for educational leaders teachers and administrators Responding to the need for globally connected classrooms and innovative leadership this unique text provides a rich and inclusive foundation of curriculum The authors draw upon a wide range of research and experience to provide readers with creative up to date curriculum strategies and ideas In sharing innovative programs learning experiences and new approaches they build a solid connection for curriculum development from theory to practice helping future leaders in education meet the global challenges of our time

Understanding Writing Thomas Newkirk,Nancie Atwell,1988 Contains thirty chapters written mostly by teachers that provide insights into student growth through the art of informed observation Growing Child Intellect Judy Harris Helm,Karrie A. Snider,2020 A panel of experts pulls together the research stories and lessons learned from using the Project Approach in a variety of settings Readers are invited to dive deeply with them into the world of project work beginning with the neuroscience foundation through the research in the field and on to the challenges and successes This book began as a deep discussion among administrators teachers researchers teacher educators and educational consultants concerned about the critical reduction of play engaged learning opportunities and intellectually stimulating experiences in classrooms for toddlers through the primary grades This group made a pact to organize and stand up for engaged learning by creating a comprehensive research based defense that they call The Manifesto In Growing Child Intellect this panel of experts pulls together the research stories and lessons learned from using the Project Approach in a variety of settings Features the following Research on the development of intellect from Mind Brain Education Science Extensive examples of intellectually stimulating learning experiences across diverse settings Engaging experiences for classrooms that meet goals for required content and standards What each person can do to nurture children s intellectual development Practical advice for overcoming common challenges to implementing project work Voices from the Field projects **Climbing the Literacy Ladder** Beverly Tyner,2019-08-05 Literacy skills are the cornerstone upon which students knowledge self esteem and future

educational opportunities are built But far too many teachers lack the time materials and specialized knowledge required to address these skills adequately To that end Climbing the Literacy Ladder is a one stop shop to help teachers plan and differentiate literacy instruction for all students from prekindergarten through 5th grade Literacy educator Beverly Tyner presents plans for small group instruction that addresses elementary students six developmental stages of reading and writing emergent beginning fledgling transitional fluent and independent To help teachers support students literacy development this book also provides Characteristics of readers and writers at each stage Lesson plans that target each of the research based instructional components fluency word study vocabulary and comprehension Authentic classroom scenarios and conversations Practical classroom strategies and activities Advice for when to move students to the next stage If students cannot read with comprehension by 3rd grade then their educational future is cast in doubt Climbing the Literacy Ladder will not only help you grow as a competent and empowered literacy teacher but also ensure that your students continue to travel a clear and unobstructed educational road This book is a co publication of ASCD and ILA *Reading, Writing, and Thinking in Education* ,1989

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