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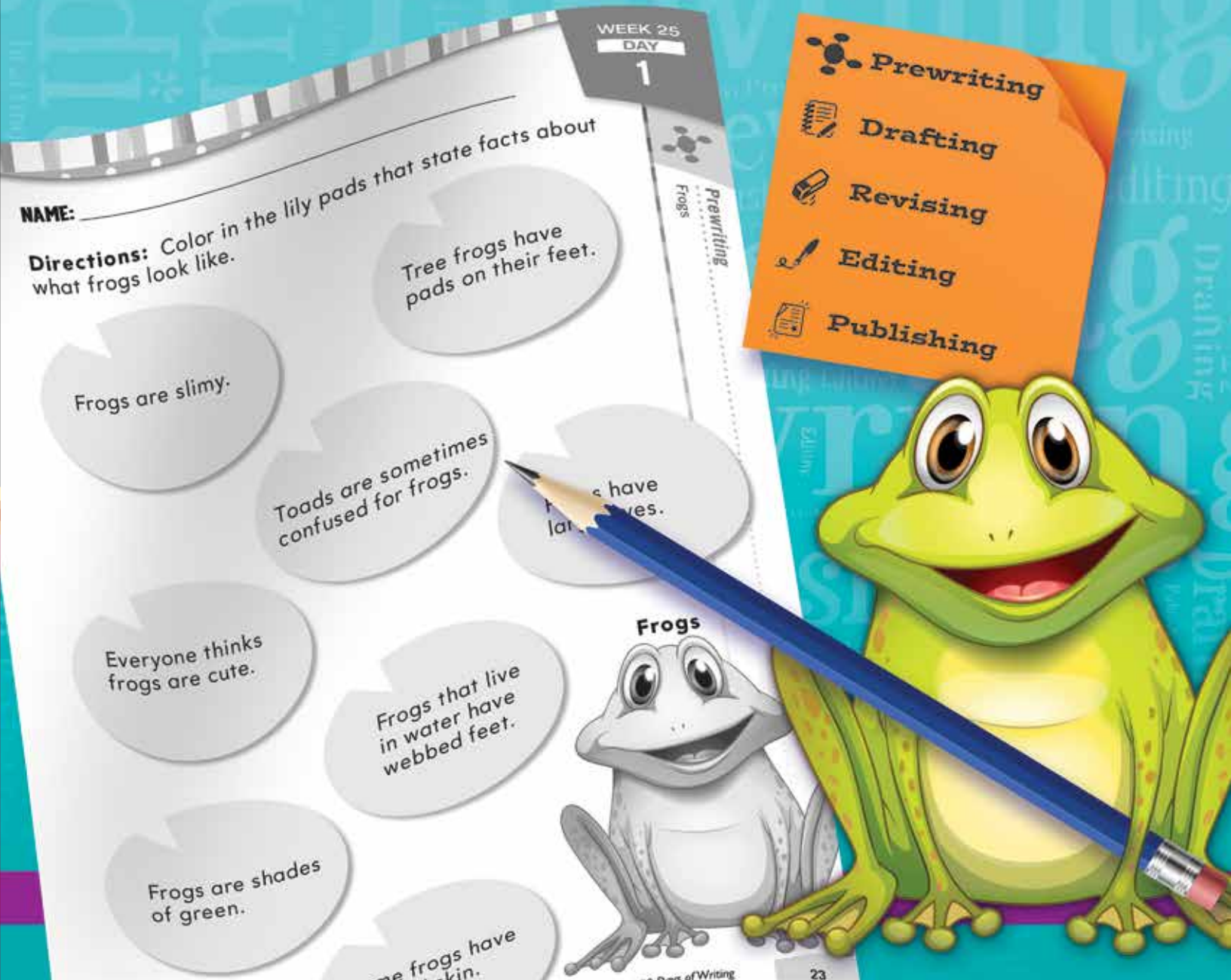
PRACTICE - ASSESS - DIAGNOSE

Level 2

180 Days of WRITING for Second Grade



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INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK *(cont.)*

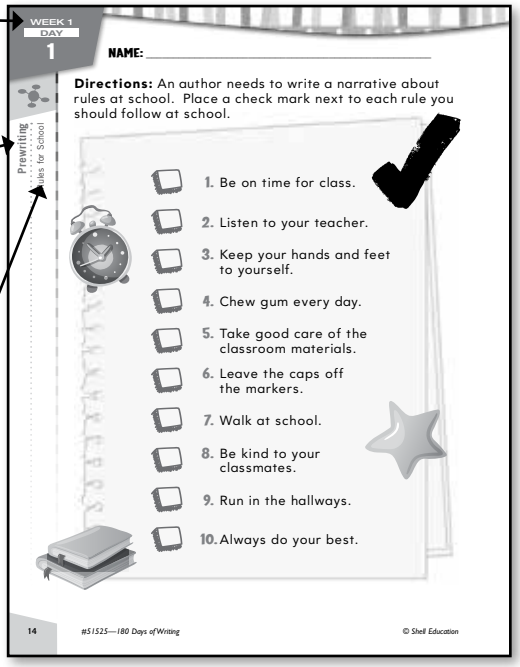
Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.


WEEK 1
DAY
1

NAME: _____

Directions: An author needs to write a narrative about rules at school. Place a check mark next to each rule you should follow at school.

1. Be on time for class.
2. Listen to your teacher.
3. Keep your hands and feet to yourself.
4. Chew gum every day.
5. Take good care of the classroom materials.
6. Leave the caps off the markers.
7. Walk at school.
8. Be kind to your classmates.
9. Run in the hallways.
10. Always do your best.

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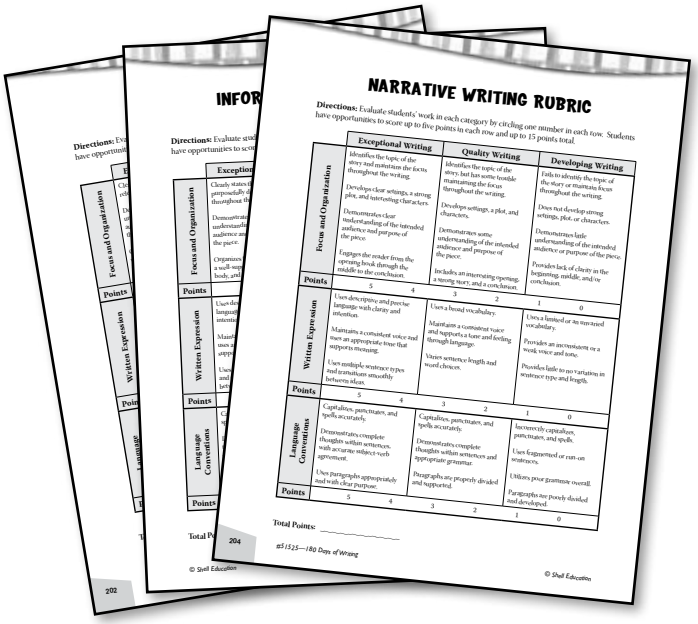
Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.


NARRATIVE WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Identifies the topic of the story and maintains the focus throughout the writing. Develops clear settings, a strong plot, and interesting characters. Demonstrates clear understanding of the intended audience and purpose of the piece. Engages the reader from the opening hook through the middle to the conclusion.	Identifies the topic of the story, but has some trouble maintaining the focus throughout the writing. Develops settings, a plot, and characters. Demonstrates some understanding of the intended audience and purpose of the piece. Includes an interesting opening, a strong story, and a conclusion.	Fails to adequately the topic of the story or maintain focus throughout the writing. Does not develop strong settings, plot, or characters. Demonstrates little understanding of the intended audience or purpose of the piece. Provides lack of clarity in the beginning, middle, and/or conclusion.
Points	5 4	3 2	1 0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.	Uses a limited or inappropriate vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Points	5 4	3 2	1 0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.
Points	5 4	3 2	1 0

Total Points: _____

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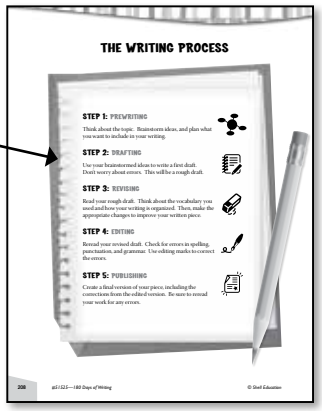
HOW TO USE THIS BOOK *(cont.)*

Using the Resources *(cont.)*

The Writing Process can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.


THE WRITING PROCESS

STEP 1: PREWRITING
Think about the topic. Brainstorm ideas, and plan what you want to include in your writing.

STEP 2: DRAFTING
Use your brainstormed ideas to write a first draft. Don't worry about errors. This will be a rough draft.

STEP 3: REVISING
Read your rough draft. Think about the vocabulary you used and how your writing is organized. Then, make the appropriate changes to improve your written piece.

STEP 4: EDITING
Reread your revised draft. Check for errors in spelling, punctuation, and grammar. Use editing marks to correct the errors.

STEP 5: PUBLISHING
Create a final version of your piece, including the corrections from the edited version. Be sure to reread your work for any errors.

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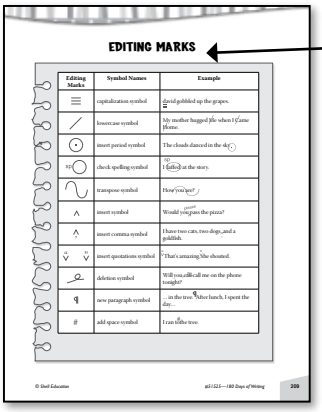
EDITING MARKS

Editing Marks	Symbol Names	Example
≡	capitalization symbol	David gobbled up the grapes.
/	lowercase symbol	My mother hugged Me when I Came Home.
⊙	insert period symbol	The clouds danced in the sky
sp	check spelling symbol	I follow at the story.
∿	transpose symbol	How you are?
∧	insert symbol	Would you like the pizza?
∧	insert comma symbol	I have two cats, two dogs and a goldfish.
⌄ ⌄	insert quotations symbol	That's amazing she shouted.
⁀	deletion symbol	Will you call me on the phone tonight?
¶	new paragraph symbol	...in the tree. After lunch, I spent the day...
#	add space symbol	I ran in the tree.

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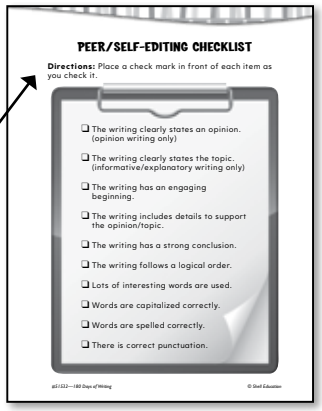
Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on the Digital Resource CD (filename: editingchecklist.pdf).


PEER/SELF-EDITING CHECKLIST

Directions: Place a check mark in front of each item as you check it.

- ❑ The writing clearly states an opinion. (opinion writing only)
- ❑ The writing clearly states the topic. (informative/explanatory writing only)
- ❑ The writing has an engaging beginning.
- ❑ The writing includes details to support the opinion/topic.
- ❑ The writing has a strong conclusion.
- ❑ The writing follows a logical order.
- ❑ Lots of interesting words are used.
- ❑ Words are capitalized correctly.
- ❑ Words are spelled correctly.
- ❑ There is correct punctuation.

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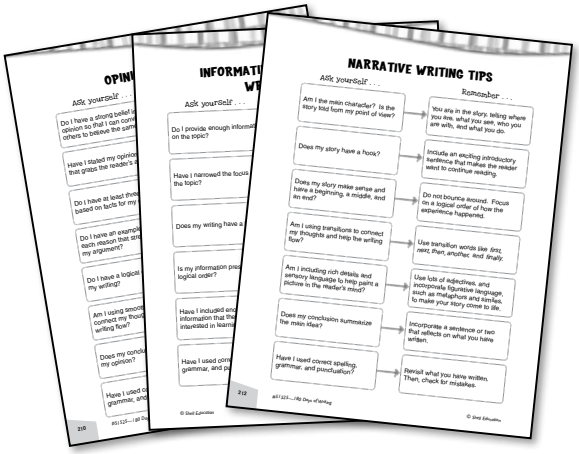
Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.

Writing Tips pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



NAME: _____

Directions: Place check marks in the apples that explain why eating apples is good for you.

Apples are colorful.

Apples help make your heart strong.

Apples help you exercise.

Apples are crunchy.

Apples taste good.

Apples are healthy fruits.

Apples contain vitamins.

Apples can keep you from getting sick.

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NAME: _____

Directions: Read the paragraph. Circle the opinion. Then, underline sentences that support the opinion.

People usually feel better when they are thankful. Maybe you do not like what you are having for dinner. You will feel better when you are thankful you have food. You might think you have too much homework. If you are thankful you can learn, you will feel better. Instead of thinking your clothes are too old, be happy you have clothes, and you will feel better. When you find a reason to be thankful, it can help you feel good.

Printing Practice

Directions: Use your best printing to write one sentence about something that makes you thankful.

_____

_____

NAME: _____

Directions: Read the original sentence. Write a list of adjectives about zebras. Use your adjectives to rewrite the sentence.

Original Sentence

Zebras have stripes.

Adjectives about Zebras

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

My New and Improved Sentence

_____

_____

_____

Remember!

Add adjectives to nouns to liven up your writing.

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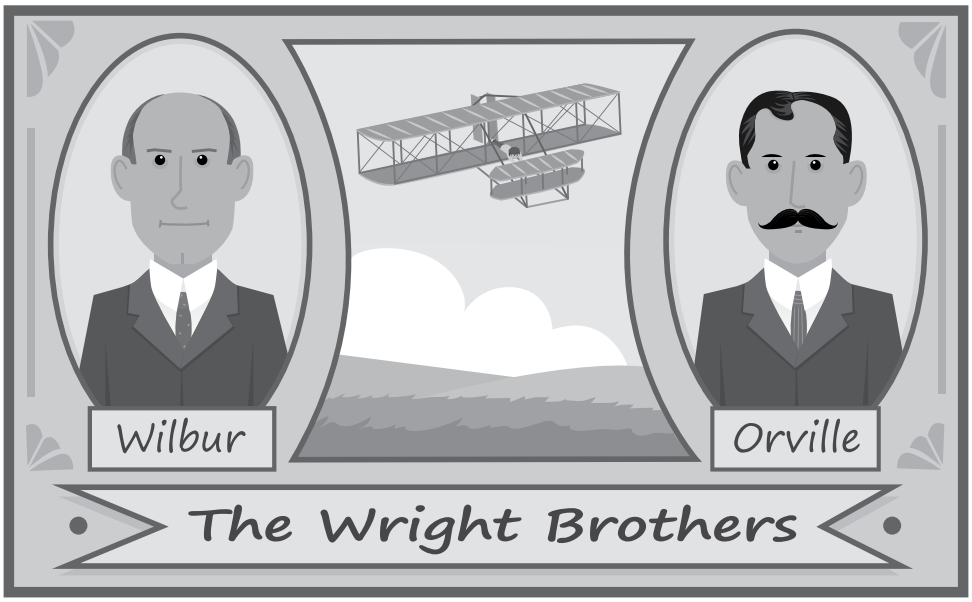
NAME: _____

Directions: Use the ^ symbol to add words to the sentences to make them opinions.

1. Dr. Seuss is an American author who wrote over 60 books.

2. Shaquille O'Neil is well known for playing basketball.

3. The airplane was invented by Americans Orville and Wilber Wright.



Boost Your Learning!

When writing an opinion sentence, you need to use words that express your opinion.

Example: Alexander Graham Bell is known as the inventor of the telephone.
, the greatest American,

NAME: _____

Directions: Write a modern version of *Goldilocks and the Three Bears*. Include dialogue and a strong conclusion.

OPINION WRITING TIPS

Ask yourself . . .	Remember . . .
Do I have a strong belief in my opinion so that I can convince others to believe the same?	Make sure you can back up your opinion with specific examples.
Have I stated my opinion in a way that grabs the reader's attention?	Begin with a question or a bold statement that includes your opinion.
Do I have at least three reasons based on facts for my opinion?	Include at least three solid reasons why the reader should agree with you.
Do I have an example for each reason that strengthens my argument?	Each reason must be followed by one strong example.
Do I have a logical order to my writing?	Don't bounce around. Focus on a logical order to present each reason and example.
Am I using smooth transitions to connect my thoughts and help my writing flow?	Use transition words like *first, in addition to, another reason,* and *most important.*
Does my conclusion restate my opinion?	Do not forget to restate your opinion in the final sentence.
Have I used correct spelling, grammar, and punctuation?	Revisit what you have written. Then, check for mistakes.

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Informative/Explanatory Writing

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