

2nd Grade Writing Performance Objectives Checklist

Kyrene School District

(from adopted KSD Writing Curriculum, 2005)

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 repeated 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.

	PO 1	<i>Generate ideas through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion).</i>
	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	Organize ideas using simple webs, maps, or lists.
	PO 5	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 that contains the necessary elements for a specific purpose.

	PO 1	Write a draft with supporting details.
	PO 2	Organize details into a logical sequence (beginning, middle, end).

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?)

	PO 1	Evaluate the draft for use of one or more writing elements, with the assistance of teacher, peer, checklist, or rubric.
	PO 2	Add additional relevant details for audience understanding.
	PO 3	Revise original draft for clarity.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

	PO 1	<i>Review and edit the draft for errors in conventions.</i>
	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.

	PO 1	<i>Rewrite and illustrate selected pieces of writing for sharing with the intended audience.</i>
	PO 2	<i>Share the writing with the intended audience (e.g., read aloud, display, publish, mail, send, perform).</i>
	PO 3	<i>Print legibly with correct letter formation.</i>

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 of writing instruction. Instructional activities may focus on just one concept or on many. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

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.

	PO 1	<i>Write stand-alone text that expresses a clear message.</i>
	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.

	PO 1	Organize content in a selected format (e.g., friendly letter, narrative, expository text).
	PO 2	Use beginning and concluding statements (other than simply "The End") in text.
	PO 3	Write multiple sentences that support a topic.
	PO 4	Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.
	PO 5	Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.

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.

	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.

	PO 1	Select words (including sensory details) that convey the intended meaning and create a picture in the reader's mind.
	PO 2	<i>Use a variety of words, even if not spelled correctly, to convey the intended message.</i>
	PO 3	<i>Use expressive or descriptive phrases and short sentences, beyond one or two word labels.</i>

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

	PO 1	<i>Write simple sentences.</i>
	PO 2	Write sentences that flow together and sound natural when read aloud.
	PO 3	Use a variety of sentence beginnings and lengths.

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

PO 1	<i>Use capital letters for:</i> <ul style="list-style-type: none">a. <i>the pronoun I</i>b. <i>the beginning of a sentence</i>c. <i>proper nouns</i><ul style="list-style-type: none">1. <i>names</i>2. <i>days</i>3. <i>months</i>
PO 2	<i>Punctuate endings of sentences using:</i> <ul style="list-style-type: none">a. <i>periods</i>b. <i>question marks</i>c. <i>exclamation points</i>
PO 3	<i>Use commas to punctuate:</i> <ul style="list-style-type: none">a. <i>items in a series</i>b. <i>greetings and closings of letters</i>c. <i>dates</i>
PO 4	<i>Use a colon to punctuate time.</i>
PO 5	<i>Use common spelling patterns and generalizations, including:</i> <ul style="list-style-type: none">a. <i>word families</i>b. <i>simple CVC words</i>c. <i>long and short vowel sounds</i>d. <i>vowel and consonant digraphs</i>e. <i>regular plurals</i>f. <i>simple prefixes</i>g. <i>simple suffixes</i>
PO 6	<i>Use phonetic spelling and syllabication to create readable text.</i>
PO 7	<i>Use apostrophes to correctly punctuate contractions.</i>
PO 8	<i>Spell high-frequency words correctly.</i>
PO 9	<i>Use resources (e.g., environmental print, word wall, dictionaries) to spell correctly.</i>
PO 10	<i>Write own first and last names from memory on personal work.</i>
PO 11	<i>Use the following parts of speech correctly in simple sentences:</i> <ul style="list-style-type: none">a. <i>nouns</i>b. <i>action verbs</i>c. <i>personal pronouns</i>d. <i>adjectives</i>
PO 12	<i>Use subject/verb agreement in simple sentences.</i>

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.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

	PO 1	<i>Write a narrative that includes:</i> <i>a. a main idea based on real or imagined events</i> <i>b. character(s)</i> <i>c. setting</i> <i>d. a sequence of events</i> <i>e. problem/solution</i>
	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.

	PO 1	Write expository texts (e.g., labels, lists, observations, journals).
	PO 2	<i>Participate in creating simple summaries from informational texts, graphs, tables, or maps.</i>

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.

	PO 1	<i>Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</i>
	PO 2	Write communications, including: <i>a. thank-you notes</i> <i>b. friendly letters</i>

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.

	PO 1	<i>Write a response to a literature selection that includes the writer's reaction and identifies the:</i> <i>a. character(s)</i> <i>b. setting</i> <i>c. sequence of events</i> <i>d. main idea</i> <i>e. problem/solution</i>
	PO 2	Write a response to a literature selection that connects: <i>a. text to self (personal connection)</i> <i>b. text to world (social connection)</i> <i>c. text to text (compare within multiple texts)</i>

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.

	PO 1	Locate and use informational sources to write a simple report that includes: a. a title b. an introductory sentence c. a main idea d. supporting details e. sequence of events f. concluding statement
--	------	--