

Lake Washington School District
Teaching and Learning Framework

Second Grade

Writing

Power Standards | August 2007

Second Grade | Writing

The Writing Process

Power Standards	Evidence of Learning
Produces a draft of multiple sentences or several paragraphs over time.	Uses a plan from prewriting to write a draft.
Revises text by adding and deleting words and phrases.	Rereads own writing for meaning. Participates in peer conferences (e.g., "Trahn, please read this and help me see if it makes sense").
Publishes own writing.	Reads own work aloud (e.g., family night, writing buddy). Publishes text with assistance (e.g., class books).

Writing in a Variety of Forms for Different Audiences and Purposes

Power Standards	Evidence of Learning
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6 + 1 Traits

Power Standards	Evidence of Learning
Organizes multiple sentences on one topic showing beginning, middle, and ending.	Uses transitions frequently (e.g., next, first, after). Organizes narrative chronologically and sequentially.
Uses a variety of words.	Uses descriptive words (e.g., color words, sensory words, size words).
Uses more than one sentence type and structure.	Writes a variety of sentence beginnings (e.g., starts with a prepositional phrase: "After recess, we will start our writing workshop.").
Spells words appropriate for the grade level accurately, with challenging words spelled phonetically.	Spells high-frequency words correctly (e.g., said, where, why, when). Recognizes and uses grade level appropriate spelling patterns. Examples: Digraphs (e.g., nt, ng) CVVC words (e.g., nail, bean, main) Two-syllable high-frequency words (e.g., funny, mother, happy)
Applies usage rules.	Maintains subject/verb agreement. Uses contractions correctly (e.g., won't, can't, I'm).

Developing Writing Goals

Power Standards	Evidence of Learning
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