

Second Grade Writing First Trimester

Creative writing—journal writing, holiday writing, picture prompt writing, etc.

Journal writing—may or may not be combined with creative writing—can be used for writing process and sequencing, revision, and other style lessons.

Writing process--can be dovetailed with above ideas and/or science or social studies curriculum.

This process can also be taught with “special details” lesson for revision in which students identify “heavy sentences” (ones that need elaboration) and “unpack them” or add details to them.

Example: “My uncle took me to Boomers”...could be unpacked to say: My uncle took me to Boomers. We had the best time climbing and playing inside. He chased me around and around the slides and platforms. After all of that running I needed a break, so we ate pizza and drank soda. What a great time we had!

The purpose of this lesson is that students begin to include details in their everyday writing.

Beginning, middle, end—students are introduced to “hook” (catchy beginning), middle or detail sentences and a concluding sentence. Students begin to use the “second grade” graphic organizer, which includes those parts.

Using complete sentences—prior to each assignment, teachers model the writing pointing out complete vs. incomplete sentences, as well as modeled writing before journal and creative assignments.

Poetry—students have opportunities to read and write poetry regularly. Poems may be tied to content curriculum, seasons, holidays, etc.

Sequencing ideas—through repeated modeling students can learn to put sentences of a longer piece in order.

At the end of the first trimester, second graders should understand that writing pieces need a beginning middle and end, and should be able to complete a graphic organizer, and do some very basic revising and editing (adding details and punctuation) with help. Students should also start to utilize the many choices they have with which to begin and end a writing piece. Students continue to rely heavily on teacher modeling and take opportunities to share writing pieces with peers (author’s chair).

Second Grade Writing Second Trimester

Creative writing—journal writing, holiday writing, picture prompt writing, etc.

Journal writing—may or may not be combined with creative writing—can be used for writing process and sequencing, revision, and other style lessons.

Writing process—brainstorming, listing using graphic organizers, use different color pens for revision and editing, sharing/comments and questions, understanding difference between pieces to publish or not.

Using description—can be combined with details lesson from first trimester, which should be repeated several times. Details of objects in the classroom or from home, or places they've been are easiest to describe.

Again, the purpose of this skill is that students begin to include description and details in their everyday writing.

Beginning, middle, end—students routinely use a “hook” (catchy beginning), middle or detail sentences and a concluding sentence. Students begin to use the “second grade” graphic organizer, which includes those parts.

Topic sentence—Students are also introduced to topic sentence, a thesis sentence following hook that states the main idea of a piece. The graphic organizer should have a clear space for the hook, topic sentence, details, and ending.

Varied sentences—students should have modeled for them a variety of sentence beginnings and should get to the point where they begin each sentence in a piece with a different word. Teachers can even “outlaw” sentence beginnings to encourage students to stretch their writers’ imaginations. In addition, students are to be reminded to use interesting words and avoid less descriptive ones (e.g. nice, cool, good, great, etc.).

Using complete sentences—prior to each assignment, teachers model the writing pointing out complete vs. incomplete sentences, as well as modeled writing before journal and creative assignments.

Poetry—students have opportunities to read and write poetry regularly. Poems may be tied to content curriculum, seasons, holidays, etc.

Sequencing ideas—through repeated modeling students can learn to put sentences of a longer piece in order.

At the end of the second trimester, students should be very familiar with the process of brainstorming, completing a graphic organizer, writing a rough copy, making/getting assistance with revisions and editions, and creating a final copy. Second graders should understand that writing pieces need a beginning middle and end, and should be able to complete a graphic organizer, and do some very basic revising and editing (adding details and punctuation) with help. The parts of the process must continually be **modeled by the teacher**. Students are given opportunities to share written work with peers (author’s chair).

Second Grade Writing Third Trimester

Creative writing—journal writing, holiday writing, picture prompt writing, etc.

Journal writing—may or may not be combined with creative writing—can be used for writing process and sequencing, revision, and other style lessons.

Writing process—brainstorming, listing, using graphic organizers. use different color pens for revision and editing, sharing/comments and questions, understanding difference between pieces to publish or not.

Using description—can be combined with details lesson from first trimester, which should be repeated several times. Details of objects in the classroom or from home, or places they've been are easiest to describe.

Beginning, middle, end—students use a “hook” (catchy beginning), topic sentence, middle or detail sentences and a concluding sentence. Students begin to use the “second grade” graphic organizer, which includes those parts.

Varied sentences—students should have modeled for them a variety of sentence beginnings and should be at the point where they begin each sentence in a piece with a different word. Teachers can comfortably “outlaw” sentence beginnings to encourage students to stretch their writers’ imaginations. In addition, students are to be reminded to use interesting words and avoid less descriptive ones (e.g. nice, cool, good, great, etc.).

Narrative writing—students should be able to use personal experience for writing topics; fictional pieces may begin with a picture, story prompt, or template from another story.

Using complete sentences—prior to each assignment, teachers model the writing pointing out complete vs. incomplete sentences, as well as modeled writing before journal and creative assignments.

Poetry—students have opportunities to read and write poetry regularly. Poems may be tied to content curriculum, seasons, holidays, etc.

Sequencing ideas—through repeated modeling students can learn to put sentences of a longer piece in order.

At the end of the third trimester, students should be very familiar with the process of brainstorming, completing a graphic organizer, writing a rough copy, making/getting assistance with revisions and editions, and creating a final copy. Second graders should clearly understand that writing pieces need a beginning middle and end, should be able to complete a graphic organizer, and do some very basic revising and editing (adding details and punctuation) with help. They should also know to use different sentence beginnings and interesting words. Although modeling by the teacher is still required, most students are *nearly* independent in the graphic organizer and rough copy part of the writing process. Students are given opportunities to share written work with peers (author’s chair).

First Grade Writing First Trimester

Creative writing—journal writing, holiday writing, picture prompt writing, etc.

Journal writing—can be used for writing process and sequencing, revision, and other style lessons. Students must see much teacher modeling of this “free write” style so they can become independent writers.

Lucy Calkins: Think, Draw, Write—can be the vehicle for journal and creative writing

Picture writing—can also be the vehicle for journal and creative writing
Students draw first what they want to write about; if possible, they can label their pictures.

S.S./Science Writing—time order about seeds, compare/contrast, description of apples, pumpkins, houses, etc.

Student of the Week Writing—excellent vehicle for teaching hooks, different sentence beginnings, interesting descriptors, and ending sentences.

Writing process—choosing a free write, journal piece, or graphic organizer piece and revising and editing it —focusing on capitalization and punctuation; also “outlawing” words in revision like good and cool.

Introduce compare/contrast—tied in with curriculum

Daily poetry—read same poem (which can tie to curriculum or holidays/seasons) for a week; on Friday students write their own “version.”

By the end of the first trimester, students should be able to write 2-3 sentences, which will involve many spelling errors and “roughness”, but will include a complete idea. Capitalization should be evident in most instances. Students may rely on saying the sentence aloud, counting out the words, drawing the lines on which the words will fit, drawing the period, then going back to sound out each word. This process of verbalizing the sentence, counting words, drawing lines, and sounding out words is a process first graders may use until the end of the school year. Students are given opportunities to share written work with peers (author’s chair).

First Grade Second Trimester

Creative writing

(journal writing, holiday writing, picture prompt writing, etc.)

S.S./Science Writing

(Introducing beginning/ending/detail sentences to dovetail with student of the week writing)

Student of the Week Writing

(excellent vehicle for teaching hooks, different sentence beginnings, interesting descriptors, and ending sentences)

Writing process—prewriting, drafting, and editing

(choosing a journal piece or graphic organizer piece and revising and editing it—focusing on capitalization and punctuation; outlawing words in revision like good, cool).

Compare/contrast writing (with, and, but, also, too, etc.)

Lucy Calkins:

Think, Draw, Write

(can be the vehicle for journal and creative writing)

Journal writing

(can be used for writing process and sequencing, revision, and other style lessons).

Daily poetry—read same poem for a week; on Friday students write their own “version.”

By the end of the second trimester, first graders require intensive modeling and instruction in writing. They should be able to write 3 or more sentences with growing independence and increasing length. Some students will begin to use more interesting words (can be encouraged with a “word choices” list) than nice, cool, etc. and will even be able to change the beginnings of sentences so that each one is not the same. Students should be able to draw a picture and write sentences about the drawing without “wandering” off the topic. Students are given opportunities to share written work with peers (author’s chair).

First Grade Writing Third Trimester

Creative writing

(journal writing, holiday writing, picture prompt writing, etc.)

S.S./Science Writing

(More on beginning/ending/details sentences combining with weather, or other units of study)

Student of the Week Writing

(excellent vehicle for teaching hooks, different sentence beginnings, interesting descriptors, and ending sentences)

Writing process—prewriting, drafting, and editing

(choosing a journal piece or graphic organizer piece and revising and editing—focusing on capitalization and punctuation; “outlawing” words in revision like good and cool)

Compare/contrast writing

(with, and, but, also, too, etc.)

Lucy Calkins:

Think, Draw, Write

(can be the vehicle for journal and creative writing)

Journal writing

(can be used for writing process and sequencing, revision, and other style lessons).

Daily poetry—read same poem for a week; on Friday students write their own “version.”

By the end of the third trimester, first graders should be able to write 5 or more complete sentences. They should be able to rely on a collection of words rather than using mundane words like “cool,” “good,” and “nice.” First graders should be able to use a few different types of ending sentences, and may also be able to write a few different kinds of beginning sentences. With a different color marker or pencil, students should be starting to reread their work and make corrections (e.g. periods, additions of words, or rewriting words that have no space between them). Students are given opportunities to share written work with peers (author’s chair).

Kindergarten Writing First Trimester

Students draw somewhat recognizable pictures to represent ideas.

Students tell about their pictures (minimum expectation for this time period)

Graphic Organizer—Students begin with four-block graphic organizer using personally meaningful topics to start (my face, favorite colors, foods, etc.) or information being studied in class.

Sounds/Letters—Students use some beginning letters to write a word.

--Students begin representing words by initial sounds.

Teachers provide opportunities throughout the school day for learners to engage in shared and interactive writing.

Teachers provide opportunities for children to dictate or write narrative pieces from personal experiences.

Teachers provide opportunities for learners to write throughout the school day (lists, menus ,language charts, stories).

Teachers provide a variety of writing tools.

Modeling—

- using the appropriate language/vocabulary
- writing process including pre-writing strategies
- various ways ideas can be recorded, revising, editing and publishing.
- recording thoughts and “stories” (e.g. Kidwriting)
- how to choose characters, setting, and plot for a story
- using basic writing conventions (demonstrating capitalization and punctuation)
- holding the writing tool
- writing left to right and top to bottom
- leaving spaces between words

By the end of the first trimester and after considerable teacher modeling, students should be able to complete the four-block graphic organizer independently—some using just pictures and some using symbols to represent letters or words.

Kindergarten Writing Second Trimester

Students draw recognizable pictures with details.

Students consistently write letters to represent initial sounds of words.

Students begin to write some recognizable letters in the middle or end of “words.”

Teachers provide opportunities throughout the school day for learners to engage in shared and interactive writing.

Teachers provide opportunities for children to dictate or write narrative pieces from personal experiences.

Teachers provide opportunities for learners to write throughout the school day (lists, menus, language charts, stories).

Teachers provide a variety of writing tools.

Modeling—

- using the appropriate language/vocabulary
- writing process including pre-writing strategies
- various ways ideas can be recorded, revising, editing and publishing.
- recording thoughts and “stories” (e.g, Kidwriting)
- how to choose characters, setting, and plot for a story
- using basic writing conventions (demonstrating capitalization and punctuation)
- holding the writing tool
- writing left to right and top to bottom
- leaving spaces between words

By the end of the second trimester, teacher begins to model use of two-sentence graphic organizer. Students should be introduced to the author’s chair.

Kindergarten Writing Third Trimester

Students correctly use most letters to match sounds.
Students group words into meaningful phrases.
Students print sight or word wall words correctly.

Teachers provide opportunities throughout the school day for learners to engage in shared and interactive writing.

Teachers provide opportunities for children to dictate or write narrative pieces from personal experiences.

Teachers provide opportunities for learners to write throughout the school day (lists, menus, language charts, stories).

Teachers provide a variety of writing tools.

Modeling—

- using the appropriate language/vocabulary
- writing process including pre-writing strategies
- various ways ideas can be recorded, revising, editing and publishing.
- recording thoughts and “stories” (e.g. Kidwriting)
- how to choose characters, setting, and plot for a story
- using basic writing conventions (demonstrating capitalization and punctuation)
- holding the writing tool
- writing left to right and top to bottom
- leaving spaces between words

By the end of the third trimester in kindergarten, students should be able to complete the 2 sentence graphic organizer with support (at a minimum). Some students will be able to complete the four sentence graphic organizer. Students can share work from “author’s chair.”