USD 368
Curriculum Guide

*KS Assessment

Subject: Writing
Grade/Course: Second Grade

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.
Benchmark 1: The student writes <u>narrative</u> text using the writing process.

<u>Indicator</u>

The student…

1. Chooses and writes several sentences about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. Practices writing by using personal experience and/or observation. (Ideas and Content: prewriting, drafting, revising: N,E,T)
3. Develops one clear main idea with supporting details. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. Discusses the differences between the copying and using ones own words (plagiarism). Ideas and Content: prewriting, drafting, revising: N,E,T)
5. Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing). (Organization: prewriting, drafting, revising: N,E,T)
6. Writes a piece with a beginning, middle, and end. (Organization: prewriting, drafting, revising: N,E,T)
7. Writes a simple paragraph(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
8. Begins to share emotions and feelings about the topic (Voice: prewriting, drafting, revising: N,E,T)
9. Uses verbs, nouns and describing words in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
10. Uses new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E,T)
11. Writes complete sentences that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
12. Begins to write sentences with different beginnings. (Sentence fluency: prewriting, drafting, revising: N,E,T)
13. Recognizes an incomplete thought. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
14. *Indicator not at this grade level.*
15. Uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E,T)
16. Capitalizes the beginning of a sentence and proper nouns and uses correct end punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
17. Uses correct subject/verb agreement and verb tenses. (Conventions: prewriting, drafting, revising: N,E,T)
18. Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
19. Attempts paragraph divisions. (Conventions: prewriting, drafting, revising: N,E,T)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.
Benchmark 2: The student writes <u>expository</u> text using the writing process.

<u>Indicator</u>

The student…

1. Chooses and writes several sentences about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. Develops one clear main idea with supporting details. (Ideas and Content? Prewriting, drafting, revising: N,E,T)
3. Writes by using personal experience and/or observations to provide information from varied resources. (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. Expresses information in own words using complete sentences. (Ideas and Content: prewriting, drafting, revising: N,E,T)
5. Understands the differences between the copying and using one's own words (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T)
6. *Indicator not at this grade level.*
7. Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing). (Organization: prewriting, drafting, revising: N,E,T)
8. Writes a piece with a beginning, middle, and end. (Organization: prewriting, drafting, revising: N,E,T)
9. Writes a simple paragraph(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
10. Begins to use transitions to allow ideas to flow smoothly within the writing piece. (Organization: prewriting, drafting, revising: N,E,T)
11. Begins to write and/or draw feelings about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E,T)
12. Uses nouns, verbs, and describing words in their writing. (Word Choice: prewriting, drafting, revising: N,E,T)
13. Uses new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E,T)
14. Writes complete sentences that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
15. Write sentences with different beginnings. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
16. Recognizes an incomplete thought (Sentence Fluency: prewriting, drafting, revising: N,E,T)
17. Uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E,T)
18. Capitalizes the beginning of a sentence and proper nouns using correct punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
19. Uses correct subject/verb agreement and verb tense. (Conventions: prewriting, drafting, revising: N,E,T)
20. Correctly spells high frequency words. (Conventions: prewriting, drafting, revising: N,E,T)
21. Attempts paragraph divisions. (Conventions: prewriting, drafting, revising: N,E,T)

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.
Benchmark 3: The student writes *technical* text using the writing process.

<u>Indicator</u>

The student…

1. Chooses and writes several sentences or phrases about one clear idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)
2. Uses supporting details, which helps to clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T)

3. Discusses the differences between the copying and using ones own words (plagiarism). (Ideas and Content: prewriting, drafting, revising: N,E,T)
4. *Indicator not at this grade level.*
5. *Indicator not at this grade level.*
6. Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing). Organization: prewriting, drafting, revising: N,E,T)
7. Writes a simple statement(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T)
8. Writes a piece in sequential order. (Organization: prewriting, drafting, revising: N,E,T)
9. Begins to use simple transitions (e.g. first, second, third, finally). (Organization: prewriting, drafting, revising: N,E,T)
10. Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, and/or directions). (Voice: prewriting, drafting, revising: N,E,T)
11. *Indicator not at this grade level.*
12. Chooses words that are reasonably accurate and makes the message clear (e.g. technical terms). (Word Choice: prewriting, drafting, revising: N,E,T)
13. *Indicator not at this grade level.*
14. Writes sentences or phrases that are easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E,T)
15. Capitalizes the beginning of a sentence and uses correct and proper nouns punctuation. (Conventions: prewriting, drafting, revising: N,E,T)
16. Uses correct grammar when writing sentences or phrases. (Conventions: prewriting, drafting, revising: N,E,T)
17. Uses correct spelling even with more difficult words. (Conventions: prewriting, drafting, revising: N,E,T)
18. Uses graphic devices (e.g. tables, graphs, maps, other text features). (Conventions: prewriting, drafting, revising: N,E,T)