

Grade 2
Writing Academic Standards – End of Year
School District of Fort Atkinson

Conceptual Strand	Skills
Prewrite	<ul style="list-style-type: none"> ▪ Generates many ideas relevant to topic ▪ Considers genre purpose ▪ Writes with a clear intended audience ▪ Uses student selected graphic organizers (word webs, lists, KWL chart etc.) ▪ Structures ideas with a developed beginning, middle, end
Draft	<ul style="list-style-type: none"> ▪ Creates meaningful text from pre-writing activities ▪ Writes in complete sentences ▪ Writes with clear ideas that are supported by details ▪ Rereads own writing to generate and develop text with a purpose ▪ Writes in grade-level genre with teacher modeling and support ▪ Uses conventional spelling with many words and makes near accurate attempts at many more ▪ Spells no excuse words correctly in daily writing
Conference / Respond	<ul style="list-style-type: none"> ▪ Conferences with teachers and peers about writing ▪ Conferences with peers about writing (offers suggestions, stays focused & gives positive feedback)
Revise	<ul style="list-style-type: none"> ▪ Rereads own writing ▪ Understands and applies feedback to writing <p>With some teacher support:</p> <ul style="list-style-type: none"> ▪ Revises writing by adding and/or subtracting ideas, considering word choice, and improving sentence fluency
Edit	<p>With some teacher support:</p> <ul style="list-style-type: none"> ▪ Rereads writing to check for errors and makes necessary changes ▪ Edits many errors in capitalization, punctuation, and spelling using grade-level specific editing marks ▪ Recognizes and uses various methods to correct spelling errors (word wall, dictionary etc.) ▪ Uses grade-level conventions consistently
Publish	<ul style="list-style-type: none"> ▪ Uses the writing process to publish a piece of writing with teacher support ▪ Shares final product with intended audience ▪ Shows pride and ownership in published piece ▪ Completes published work neatly

Conceptual Strand	Skills
Genre	<ul style="list-style-type: none"> ▪ Recognizes format in genre (i.e. letter format, poetry format, and simple reports) ▪ Begins to experiment with genre in own writing ▪ Demonstrates understanding of grade-level genre focus
Craft	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Pretends to be an audience for own work (rereads as a “reader”) ▪ Selects a craft and mimics it in own writing ▪ Identifies character(s) in published work as well as own writing ▪ Identifies dialogue in published work as well as own writing
Handwriting	<ul style="list-style-type: none"> ▪ Uses correct formation of upper and lower case letters ▪ Handwriting is neat and easy to read
Writer’s Workshop Skills	<ul style="list-style-type: none"> ▪ Understands and transitions through writing process ▪ Follows established Writer’s Workshop routines ▪ Follows established time-line appropriately