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Meeting Standards

Each lesson in *Classroom Authoring: Guided Writing (Grade 2)* meets one or more of the following standards, which are used with permission from McRel. (Copyright 2000, McRel, Mid-continent Research for Education and Learning. Telephone: 303-337-0990 Website: www.mcrel.org.)

Language Arts Standards	Page Number
<p>Uses the general skills and strategies of the writing process</p> <ul style="list-style-type: none"> • Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations) • Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus) • Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available appropriate technology to compose and publish work; shares finished product) • Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions) • Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events) • Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences • Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experiences, narratives, messages, responses to literature) • Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas) 	<p>7–8, 10, 14, 20, 23–24, 48, 50, 52, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 84, 86, 88, 90, 93–94</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>7–8, 10, 14, 20, 23–24, 48, 50, 52, 54, 56, 58, 60, 62, 64, 68, 70, 72, 74, 76, 84, 86, 88, 90–94</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79–82, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79–82, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 79–82, 85, 87, 89, 95</p>

Meeting Standards *(cont.)*

Language Arts Standards	Page Number
<p>Uses the stylistic and rhetorical aspects of writing</p> <ul style="list-style-type: none"> • Uses descriptive words to convey basic ideas • Uses declarative and interrogative sentences in written compositions 	<p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p>
<p>Uses grammatical and mechanical conventions in written composition</p> <ul style="list-style-type: none"> • Uses complete sentences in written compositions • Uses nouns in written compositions • Uses verbs in written compositions • Uses adjectives in written compositions • Uses adverbs in written compositions • Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled and consonant blend patterns, uses a dictionary and other resources to spell words) • Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence) • Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses question marks after interrogative sentences, uses commas in a series of words) 	<p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>8–11, 15–16, 26, 30–31, 35–45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p> <p>49, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 75, 77, 85, 87, 89, 95</p>

Name _____

Date _____

ABC Word Strategy

Try to find a word for each letter of the alphabet that goes with the assigned topic. Write each word in the corresponding box. (You may work alone, in small groups, or as a class.)

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X Y Z

Name _____

Date _____

Simple Sentences

A simple sentence has a subject (naming part) on one side and the predicate (telling part) on the other side. Two samples have been done for you. Write four more sentences to share with the class.

Aaron	threw the baseball.
subject	predicate

Jason	practiced batting the baseball.
subject	predicate

subject	predicate

subject	predicate

subject	predicate

subject	predicate


Name _____

Date _____

My Favorite Song

Prompt-Response

Use the chart below to write sentences about your favorite song. Carefully read each **Prompt** question. Then write an answer to the prompt in the **Response** box. Each answer should be a complete sentence. Remember to use a subject, predicate, capital letter, and end mark.

Prompt	Response
What is your favorite song?	 My favorite song is _____ because _____
When did you first hear this song?	The first time _____
Who else likes the same song?	_____ likes _____
What is one special part about this song?	The best part is _____
What is the message of this song?	The message of the song is _____
What would you tell others about this song to get them to listen to it too?	I would tell others _____

- A. **Pop** words or ideas in, out, or around.
- B. Hold a peer or teacher conference to **polish** your writing.
- C. Finally, write a neat draft on page 51 to **publish** your work.

Name _____

Date _____

My Favorite Song *(cont.)*



My favorite song is _____

