

Second Grade

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Budding Readers and Writers

Second grade is a critical year for budding readers and writers, a year when the transition from “learning to read” to “reading to learn” accelerates.

Second graders, like kindergartners and first graders, come to school with an assortment of literacy experiences and skills. Their confidence as readers and writers varies widely as well.

Second graders who were reading fluently at the end of first grade — and who spent time reading throughout the summer vacation — are likely to pick up on reading and writing where they left off.

Students who did not read over the summer, however, likely will have lost some fluency and will need extra help to catch up. Moreover, by second grade, students realize that they all should be good readers. Students who aren’t reading well know it — and so do their classmates. Without instructional assistance to get them back on track, the academic problems of poor readers may mushroom into larger social and emotional difficulties as well.

Typically, most second graders are eager to please adults and classmates alike. They burst with pride when their teacher selects their best work for public display — and they eagerly share their work with family and friends.

Reading and Writing: What to Expect

Most second graders make significant leaps in reading and writing. Though their confidence and proficiency vary dramatically, most second graders should be readers. When they read independently, they can understand and enjoy books that are considerably longer and more complex in plot, vocabulary, syntax and structure than the books they read in first grade. Second graders begin to independently read chapter books, such as Penguin Group’s mystery book *Cam Jansen and the Mystery of the Stolen Diamonds* in the Puffin Books series. They like to choose their own books — and with instruction, they usually select books they can read on their own.

Second graders also puzzle out difficult words, suspending the story’s meaning in their minds as they do so. They use what they have learned about phonemes, chunks, rhyming words, onsets and rimes, contextual clues, and the sounds of sentences to figure out new words.

Second graders’ writing skills should progress in tandem with reading improvements. As these standards show, the two are intertwined closely. Indeed, second graders often incorporate strategies from familiar books into





their own writing. For example, second graders commonly write poetry with refrains and alternating long and short lines, just as they have heard their teacher read aloud in class. And second graders imitate favorite authors or make use of intriguing writing strategies, such as dialogue, sound effects or detailed chronologies.

Most second graders eagerly attempt to write in many genres, from poems to reports to memoirs, tailoring their compositions for specific audiences and purposes. The variety of writing types they undertake helps them learn how the cadences of written language differ from those of speech.

Developing Literacy Habits

Second graders, like all primary schoolchildren, must continue to read a lot — a longer book or several chapters every day. They should read widely from both fiction and nonfiction sources, including poetry, picture books, adventure books and functional texts. Most of this reading should be done independently.

It is still essential, however, for teachers to read aloud to second graders every day. These readings should come from worthwhile texts, such as classic or modern literature, with the language, craft and excitement of good writing. Usually, read-aloud texts are beyond second

graders' independent reading range. But hearing good books and stories read aloud is invaluable for students in developing their own reading and writing skills. They acquire new vocabulary because more advanced writing contains more unusual words than students are likely to encounter in everyday conversation or in the books they can read independently. And read-alouds help students develop syntactic awareness; again, written language contains more complex sentence structures than does most spoken language.

*For examples of the kinds of books second graders should read, see **What Books Should Second Graders Read?**, page 145, and **Leveled Books to Read for Accuracy and Fluency**, page 150.*

Second graders on target for meeting end-of-year standards recognize features of different reading and writing genres and, in classroom discussions, can compare works by different authors within a genre. Their inventory of “accountable talk” skills should grow throughout the year as well. That is, second graders increasingly are able to build ideas together as a group, argue respectfully and logically with one another, and attend carefully to the language of texts.

Having familiarized themselves with the nature of stories, reports, and informational and responsive writing in kindergarten and first grade, second graders firm up their understanding of the organizing structures of these and other genres. For example, discussing how writers organize factual books to provide infor-

mation gives second graders a sense of how to convey “all I know about” an important subject. Students may learn that the author of a book about dinosaurs organizes the text by classification and analysis. Second-grade factual writing may lack this sophisticated organization

— and it may lack coherence and unity. Still, second graders can present facts backed by appropriate details within an obvious organizational framework.

Students who meet end-of-year standards for second grade understand and use important writing concepts and techniques. They can learn prewriting techniques that writers typically use, such as clustering and listing, drafting

leads, and planning with a friend. They understand first drafts. They commonly start over on a piece of writing, make additions and take out extraneous information, reorganize to correct a sequence of events or “tell it right,” and work to clarify their meaning with descriptive details. Second graders rely less on drawings to support their writing.

Proficient second-grade writers also produce much longer texts than they did in first grade. They can write a lot on a single topic, exploring the subject and trying different ways of writing about it — although most students can integrate large amounts of information into a cohesive piece of writing only with help. Second graders often seek out and use comments from their classmates, teachers and other adults to improve their writing. And they can give constructive feedback to their peers.

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Second-Grade Reading Standard 1: Reading Habits

Children in second grade read more complex books that are considerably longer than books read in first grade and that often have chapters. Because of the length and complexity of these texts, second graders often do not reread whole books in a single day. They must continue to read a lot — a longer book or several chapters per day — not only for the purpose of learning to read, but also for the sheer enjoyment of reading. They also should be reading to learn throughout the school day in all areas of the curriculum.

Most of their reading should be done independently or with assistance from a peer partner. Nonetheless, every day, students should have read to them worthwhile literature beyond their own reading range. Such books should show the language and craft of good writing. This develops vocabulary, more complex syntax and conceptual structure, new ideas, and author’s craft.

Books second-grade students read or have read to them should cross a range of genres. It is especially important that they read all the genres they are writing (see Writing Standard 2: Writing Purposes and Resulting Genres). Knowledge of genres is needed to be a good reader and writer. Each genre carries expectations shared by the writer and the reader. Each genre has its typical patterns of organizational structure. Once students understand the characteristics of a genre, reading and writing in the genre become much easier.

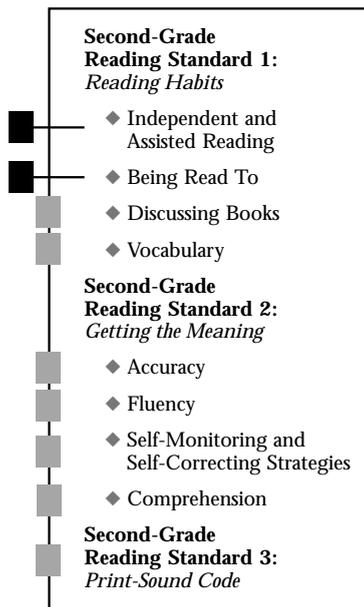
By second grade, students should recognize and be able to discuss literary qualities of the children’s literature they read. They should identify and talk (or write) about similarities in different books by the same author; differences in similar books by different authors; genre features; and the effects

of author’s craft, including word choice, plot, beginnings, endings and character development.

Independent and Assisted Reading

We expect second-grade students to:

- ◆ read one or two short books or long chapters every day and discuss what they read with another student or a group;
- ◆ read good children’s literature every day;
- ◆ read multiple books by the same author and be able to discuss differences and similarities among these books;
- ◆ reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- ◆ read narrative accounts, responses to literature (pieces written by other students, book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry, plays and other genres;
- ◆ read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;



- ◆ read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus and invitations) and some of those encountered outside school; and
- ◆ voluntarily read to each other, signaling their sense of themselves as readers.

Being Read To

In second grade, we expect all students, every day, to:

- ◆ have worthwhile literature read to them to model the language and craft of good writing; and
- ◆ listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance.

Additionally, we expect students to:

- ◆ hear texts read aloud from a variety of genres; and
- ◆ use reading strategies explicitly modeled by adults in read-alouds and assisted reading.

What Books Should Second Graders Read?

Beyond leveled books, which are used for practice-reading, teaching, and testing for accuracy and fluency, second graders should read a variety of books and other print material.

Many excellent fiction and non-fiction books do not appear on any leveled text lists. Classroom libraries should include a wide range of classic and modern books that will satisfy readers with various reading abilities and interests. Second graders need books at their own reading levels to practice new skills and books above their reading levels to stretch and challenge them.

Second-grade classrooms also should include books that teachers can read aloud to the students. Most second graders will not be able to read the read-aloud books on their own, but they can understand and enjoy more advanced books — and they need to hear these books read aloud to learn new vocabulary and more sophisticated syntax.

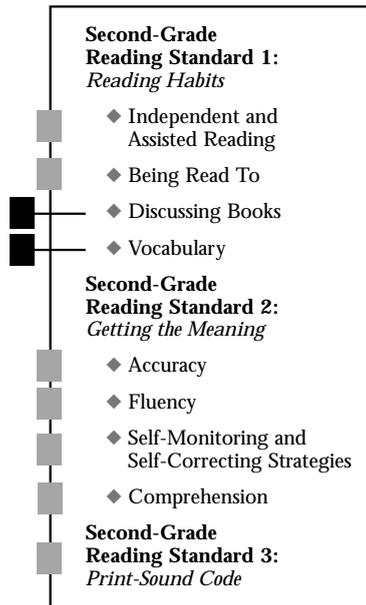
There are many lists of recommended titles, including the Newbury and Caldecott Award winners, *The Read-Aloud Handbook* by Jim Trelease, *Books to Build on: A Grade-by-Grade Resource Guide for Parents and Teachers (Core Knowledge Series)* by E.D. Hirsch, and the *Elementary School Library Collection: A Guide to Books and Other Media*. The American Library Association also recommends titles.

Discussing Books

By second grade, children should discuss books daily in peer groups as well as in teacher-led groups. Their discussions are more extended and elaborate than earlier, and students are likely to challenge and argue with one another.

In classroom discussions of their reading, we expect students finishing second grade to be able to:

- ◆ demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;
- ◆ recognize genre features and compare works by



different authors in the same genre;

- ◆ discuss recurring themes across works;
- ◆ paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;
- ◆ sometimes challenge another speaker on whether facts are accurate, including reference to the text;
- ◆ sometimes challenge another speaker on logic or inference;
- ◆ ask other speakers to provide supporting information or details; and
- ◆ politely correct someone who paraphrases or interprets their ideas incorrectly (for example, “That’s not what I meant ...”).

Vocabulary

We expect second-grade students to:

- ◆ recognize when they don’t know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;
- ◆ talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;
- ◆ notice and show interest in understanding unfamiliar words in texts that are read to them;
- ◆ know how to talk about what nouns mean in terms of function (for example, “An apple is something you eat”), features (for example, “Some apples are red”) and category (for example, “An apple is a kind of fruit”); and
- ◆ learn new words every day from their reading and talk.



Susan Dillon's Second-Grade Class

Reading Standard 1: Reading Habits

Discussing Books

After hearing one book by Chris Van Allsburg read aloud, the children in this class requested that the teacher read several more of his works to them. In this lesson, the teacher asks the children what they have come to expect in books by this author, and she charts their responses. As the segment begins, Alexa suggests, "Bizarre things happen. Like in, um, *The Wretched Stone*, um, they turn, they turn into apes and it's bizarre."

The teacher agrees, "That is bizarre. What does *bizarre* mean?"

Alexa responds, "Weird."

The teacher restates Alexa's point that weird and bizarre things happen in Van Allsburg's books, notes this on the chart, and says, "So, you think today's book might be a little bizarre. We'll see."

Next, referring to a comment made earlier in the class discussion, Eliza politely challenges the teacher and her classmates when she says, "When you said that we found Fritz [the dog] in every book, um, we didn't find him in *The Wretched Stone*."

Several classmates politely contradict her and say almost simultaneously, "Yes, we did. We found his tail."

The teacher acknowledges that it was very tricky to find the dog in this book and says, "Maybe later you can have Jeremy help you find him."

Continuing their discussion of recurring themes in Van Allsburg's work, another child says, "The book might be weird."

The teacher asks for support for this statement by asking, "Can you give me an example of something bizarre or weird that happened in one of the books that we read already?"

The student replies, "In *Jumanji* and *The Wretched Stone*. In *Jumanji*, when they, um, turn on the dice and when they turn on the, um, piece, then the thing written on them comes true."

Then the teacher asks, "What about the endings of a lot of these books?"

Branden responds, "They are not clear enough."

The teacher pushes for clarification of this idea by asking, "What do you mean they're not clear? You're confused? Or can you tell me more about what you mean?"

"Yeah, he doesn't say what happens," Branden says. "It doesn't say what happened at the end."

Daniel adds on to Branden's point: "They leave you with questions and thinking."

Alexa, Eliza, Branden and Daniel show expertise in discussing books. In this discussion, they each identified a recurring theme they have come to expect in the works of Chris Van

Allsburg and cited evidence from the texts for their opinions. In addition to expecting bizarre and weird things to occur, they noted that this author always leaves his readers thinking and asking questions. This performance also shows Eliza politely challenging the teacher and her classmates about the accuracy of a statement made during the discussion. The children politely contradict her and offer to prove their point at another time by referring to the illustrations. ►►

The images and commentary in the reading section of this book refer to reading performances available on the CD-ROM.



Hannah Schneewind and Second-Grade Class

Reading Standard 1:

Reading Habits

Discussing Books

- ◆ Discuss recurring themes
across works

In this video performance, the teacher recaps what the class has read thus far and then continues a discussion of the book *The Hundred Dresses*. In the last part of the reading, a lonely child leans dejectedly against a wall in the schoolyard. The students discuss how this familiar theme appears in other books they have read. Debra compares Wanda from *The Hundred Dresses* to Patricia Polacco from *Thank You, Mr. Falker*. She says, “I think [Wanda], umm, feels like, umm ... Patricia Polacco felt in *Thank You, Mr. Falker*.” When the

teacher asks her to say more, Debra explains that Wanda appears to experience a feeling similar to that of Patricia who “felt dumb because everybody in her class could read and she couldn’t.”

Her classmate Jose says, “I agree with Debra, and I want to add on because I remember on the part when, umm, that big kid was bothering her in the playground ... and she used to go in the bathroom like in that little place and, umm, um, I wonder if [the character in current reading] is going to try hiding somewhere.”

Read-Aloud Books

- Ancona, George, *The Piñata Maker/ El Piñatero*
- Araujo, Frank P., *The Perfect Orange: A Tale from Ethiopia*
- Asch, Frank, *Pearl's Promise*
- Banks, Lynne Reid, *The Indian in the Cupboard*
- Castañeda, Omar S., *Abuela's Weave*
- Estes, Eleanor, *The Hundred Dresses*
- Gray, Libba Moore, *My Mama Had a Dancing Heart*
- Hong, Lily Toy, *Two of Everything*
- Hopkins, Lee Bennett, *Side by Side: Poems to Read Together*
- Kline, Suzy, *Song Lee in Room 2B*
- Lord, Bette Bao, *In the Year of the Boar and Jackie Robinson*
- MacLachlan, Patricia, *All the Places to Love*
- McCloskey, Robert, *Homer Price*
- Parish, Peggy, *Amelia Bedelia*
- Polacco, Patricia, *Mrs. Katz and Tush*
- Polacco, Patricia, *Thank You, Mr. Falker*
- Ringgold, Faith, *Tar Beach*

- Sachar, Louis, *Sideways Stories from Wayside School*
- Smith, Robert Kimmel, *Chocolate Fever*
- Soto, Gary, *Too Many Tamales*
- Uchida, Yoshiko, *The Bracelet*
- Van Allsburg, Chris, *Jumanji*
- Van Allsburg, Chris, *The Wretched Stone*
- White, E.B., *The Trumpet of the Swan*

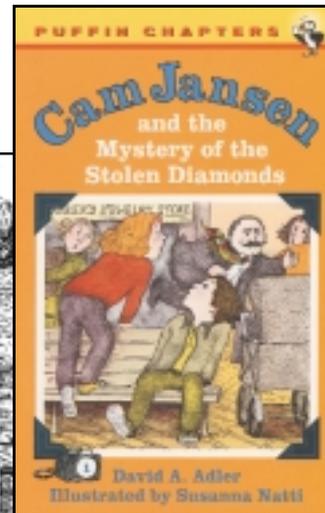
Level L Texts

- Bantam Doubleday Dell Books, Yearling Books, Giff, *The Powder Puff Puzzle*
- Bantam Doubleday Dell Books, Yearling Books, Giff, *The Secret at the Polk Street School*
- Crabtree Publishing Company, Crabapples, Kalman, *Wings, Wheels, & Sails*
- HarperTrophy, Hoban, *A Baby Sister for Frances*
- Penguin Group, Puffin Books, Adler, *Cam Jansen and the Mystery of the Monster Movie*

- Penguin Group, Puffin Books, Adler, *Cam Jansen and the Mystery of the Stolen Diamonds*
- Random House, Knopf Paperbacks, Cameron, *More Stories Julian Tells*
- Random House, Knopf Paperbacks, Cameron, *The Stories Julian Tells*
- Richard C. Owen Publishers, Books for Young Learners, Schaefer, *Turtle Nest*
- Rigby, Literacy 2000, Murdoch and Ray, *It's a Frog's Life*
- Scholastic, Cartwheel Books, Hutchings, *Picking Apples and Pumpkins*
- Scholastic, Marzollo, *Happy Birthday Martin Luther King*
- Troll Associates, Troll First-Start Biography, Farrell, *Young Jackie Robinson: Baseball Hero*
- William Morrow & Co., Thayer, *The Puppy Who Wanted a Boy*

A Level L Text

<p>Eric opened his eyes. "It's no use," he said. "I'll never have a memory like yours."</p> <p>"You have to keep practicing," Cam told him. "Now try me."</p> <p>Cam looked straight ahead. She said, "Click," and then closed her eyes. Cam always said, "Click," when she wanted to remember something. She said it was the sound her mental camera made when it took a picture.</p> <p>Eric looked for something he could be sure Cam hadn't noticed. Then he asked, "What does the sign in the card store window say?"</p> <p>"That's easy. 'Mother's Day Sunday May 11. Remember your mother and she'll remember you.'"</p> <p>"You win," Eric said.</p> <p>Cam still had her eyes closed. "Come on, ask me something else."</p> <p>Cam had what people called a photographic memory. Her mind took a picture</p>	 <p>of whatever she saw. Once, she forgot her notebook in school. She did her homework—ten math problems—all from the picture of the assignment she had stored in her brain.</p> <p>When Cam was younger, people called her Jennifer. That's her real name. But</p>
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Second-Grade Reading Standard 2: Getting the Meaning

Accuracy

By the end of the year, we expect second-grade students to be able to:

- ◆ independently read aloud unfamiliar Level L books with 90 percent or better accuracy of word recognition (self-correction allowed).

Fluency

By the end of the year, we expect second-grade students to be able to:

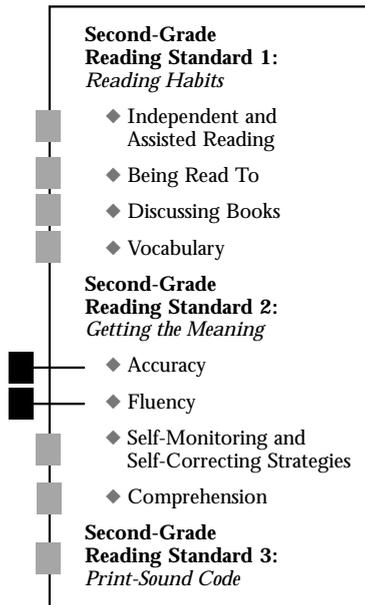
- ◆ independently read aloud from unfamiliar Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and
- ◆ use the cues of punctuation — including commas, periods, question marks and quotation marks — to guide them in getting meaning and fluently reading aloud.

Leveled Books to Read for Accuracy and Fluency

Level L books are markedly different from texts at lower levels. These books typically are longer chapter books with only a few illustrations that provide much less support for readers. The text size is smaller, and the word spacing is narrower.

Level L books feature more characters who are involved in more complex plots. The language structures are more sophisticated, detailed and descriptive. The vocabulary is challenging.

In general, Level L books require higher-level conceptual thinking for students to understand the subtleties of plot and character development. Students must sustain their reading over several days to finish the book. Most of the reading is done silently and independently, but some parts of the book may be read aloud for emphasis or interest. Group discussion may support readers during and after they read Level L books.





Griffin

Reading Standard 2:
Getting the Meaning

Accuracy

Griffin reads *Cam Jansen and the Mystery of the Stolen Diamonds* with 98 percent accuracy. He mispronounces a few words or deletes a word occasionally but then self-corrects. For example, he says “assessment” but then corrects to “assignment.” He occasionally will insert a word where it does not appear, such as “and then she closed her eyes” instead of “and then closed her eyes,” but these few mistakes do not affect the meaning of the text.

Fluency

Griffin reads aloud fluently as far as clear and correct pronunciation of words is concerned. His verbal emphasis on words and phrases signals the meaning of the text. However, his intonation and pacing could be improved. He does not pause long enough within sections of dialogue to signal the end of the speaker’s words. Sometimes he runs from one sentence right into another. Interestingly enough, Griffin tends to slow down when he approaches a difficult word. In this case, he phrases more emphatically as though he is stressing the words to assist his own comprehen-



A Second-Grade Running Record*

SC = Self-correction
O = Omitted the word
R = Repeated the word

Book Title: *Cam Jansen and the Mystery of the Stolen Diamonds*

Page 3: It was the first morning of spring vacation. Cam Jansen and her friend Eric Shelton were sitting on a bench in the middle of a busy shopping mall. While Eric’s mother was shopping, they were watching Eric’s baby brother, Howie. And they were playing a memory game.

Eric’s eyes were closed.

“What color jacket am I wearing?” Cam asked.

“Blue.”

“Wrong. I’m not wearing a jacket.”

Page 4: Eric opened his eyes. “It’s no use,” he said. “I’ll never have a memory like yours.”

“You have to keep practicing,” Cam told him. “Now try me.”

Cam looked straight ahead. She said, “Click,” and then closed her eyes. Cam always said, “Click” when she wanted to remember

something. She said it was the sound her mental camera made when it took a picture.

Eric looked for something he could be sure Cam hadn’t noticed.

Then he asked, “What does the sign in the card store window say?”

“That’s easy, ‘Mother’s Day Sunday May 11. Remember your mother and she’ll remember you.’”

“You win,” Eric said.

Cam still had her eyes closed. “Come on, ask me something else.”

Cam had what people called a photographic memory.

Her mind took a picture

*For more on running records, see page 23.

Page 5: of whatever she saw. Once, she forgot her notebook in school.

She did her homework ^O problems—ten math problems—all from the picture of the ^{assessment/SC} assignment she had stored in her brain.

When Cam was younger, people called her Jennifer. That’s her real name. But

Page 6: when they found out ^O about her amazing memory, they started calling her “The Camera.” Soon “The Camera” was shortened to “Cam.”

“All right,” Eric said. “What color socks am I wearing?” ^R

Cam thought ^{for} a moment. “That’s not really fair,” she said. “I never saw your socks.”

But Cam didn’t open her eyes. “You’re wearing green pants, a green belt, and ^{your} green sneakers,” she said. “I’ll bet your socks are green, too.”

“You’re too much, Cam.”

“No, you’re too neat.”

“It’s my turn now,” Eric said.

Eric look carefully at all the stores and people in the shopping mall.

He closed his eyes. But he quickly opened them again. Howie was crying.

“What do we do now?” ^R Cam asked. “Should I look for your mother?”

Page 7: Eric shook his head. “Let’s wait. Maybe Howie will go back to sleep.”

^{O/SC} “But what if he doesn’t?” Cam asked.

“Then I have to find out whether he wants to be held, fed, or

sion. Since he does this naturally when necessary, it probably would take only the teacher’s suggestion to encourage him to use better intonation to improve his verbal performance.

Self-Monitoring and Self-Correcting Strategies

Griffin exhibits strong self-monitoring and self-correcting strategies. His few mistakes do not interrupt the flow of his reading, even when he goes back to self-correct. On page 3, he leaves out a word crucial to the meaning of the sentence, reading at first “Wrong. I’m wearing a . . .” instead of “Wrong. I’m not wearing a jacket.” But he notices his mistake, whispering, “Wait a minute,” and then retraces three lines back to reread that section of dialogue accurately. On page 4, Griffin is scanning ahead as he reads, slowing down as he approaches two unfamiliar words, *sound* and *mental*. He manages “sound” but at first reads the second word as “metal.” He repeats the word twice, finally inserting the *n*.

(For more on Self-Monitoring and Self-Correcting Strategies, see page 154.)

Comprehension

Griffin clearly comprehends and retains what he is reading. When asked to summarize what has happened thus far, he first reminds the teacher that he has read only the first chapter. He then goes on to set the scene: It is spring vacation, the characters are at the shopping mall playing a memory game. One of the characters, Eric, always

loses. Even though the text does not make it explicit, Griffin predicts that one of the characters in the illustration is a jewel thief. He even combines information from another part of the book, referring to a second illustration on the book jacket. He explains his prediction because the man is "pushing everybody aside so the owner can't catch him." He notes that Cam studies the thief and says, "Click," which reconnects the action to the beginning of the chapter.

(For more on Comprehension, see page 156.)

changed. I have everything I need right here." Eric patted the ^{insu-}lulated bag strapped to the front of the carriage.

Eric and Cam watched to see what Howie would do. He ^{he} squirmed, ^R turned ^{back} his ^{SC} head from side to side, and then went back to sleep.

"Let's play another memory game," Cam said.

"Let's not. I'm tired of losing." Eric rocked the carriage. "Rocking relaxes a baby," he told Cam.

^R Cam was an only child so she didn't know much about babies. Eric was the oldest of four children. Besides Howie, who wasn't even a year old, Eric had twin sisters who were seven.

Page 8: Eric rocked the carriage gently while he and Cam talked about the fifth-grade science fair. It was being held right after spring vacation. Eric was making a sundial, and Cam was making a box camera. Suddenly a loud bell rang. It woke Howie and he started to cry. Cam jumped up on the bench. "It's Parker's Jewelry Store!" she yelled. "Their alarm just went off." Eric pulled at Cam's sneakers. "Get down from there." "No, wait. ^{SC} Maybe something is happening." ^{one} Something was happening. A tall, heavy man with a mustache was and wearing a dark suit ^{and} ran out of the jewelry store toward the center of the mall. He was in a real hurry. He pushed people aside— including Eric. ^O Cam looked straight at the man and said, "Click."

(Word count: 631)

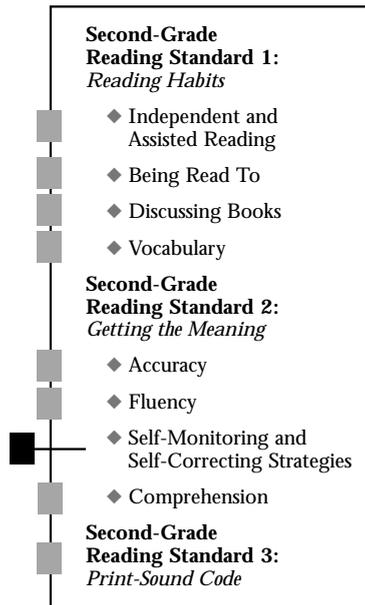
12 errors = 98% accuracy

Self-Monitoring and Self-Correcting Strategies

At second grade, self-monitoring should be a well-established habit, and all the strategies developed earlier should be used regularly and almost automatically. In addition, second graders' strategies should be more focused than before on comprehension and meaning of extended sequences of text. Readers' fluency continues to drop when harder texts require them to monitor overtly for accuracy and sense and to use strategies for solving reading problems and self-correcting.

By the end of the year, we expect second-grade students to:

- ◆ know when they don't understand a paragraph and search for clarification clues within the text; and
- ◆ examine the relationship between earlier and later parts of a text and figure out how they make sense together.



Self-Monitoring

When students become adept at using self-monitoring strategies, their self-monitoring behaviors become less visible. Asking children to talk about the strategies they are using is a way to make self-monitoring more overt. However, children who have been taught specific ways to solve reading problems sometimes learn to talk about the methods without being able to actually apply them. It is, therefore, important to notice whether what students say they are doing matches what they do.

**Jade**

Reading Standard 2:
Getting the Meaning

Self-Monitoring and
Self-Correcting Strategies

Jade demonstrates a successful reading of *A Baby Sister for Frances*. She makes her only mistakes when the speed of her reading gets the best of her. On those occasions, she looks too far ahead in the text and speaks so swiftly that she sometimes misreads an article, such as “the” for *a*, or shortens the preposition *into* to “in.” Jade shows signs of being able to read with dramatic inflection; however, the effect often is lost because she reads too quickly. To her credit, Jade notices when she needs to slow down, and she automatically falls back on self-correcting strategies. On one occasion, she stops, catches her breath and uses a strategy she probably does not need very often: trailing her finger over the words, pointing to each one as she says it. Jade is a strong reader, but she should be encouraged to slow down and enunciate each word clearly.

**Daniella**

Daniella is reading a passage from *The Giant Jam Sandwich*, a book that is a little too difficult for her. With the rhyming and alliteration, it might be easy for her to slip over her mistake, but she does not. She self-corrects “slap and slap” to “slap and slam.” When asked why, she describes quite articulately her own mental processes — citing a self-check that prompts her to return to the text and study the word more carefully, letter by letter. When she does that, she is able to see that she pronounced the letter *m* incorrectly as */p/*. This type of backtracking in the text is the mark of a careful reader.

**Jeffrey**

While reading *How Ants Live*, Jeffrey’s attempt to sound out a word he is not familiar with is an excellent example of a self-monitoring strategy. The word is *cities*, and at first, he tries it with the hard */c/* sound. Finally, just as the teacher is about to help him, he says the word correctly. When asked to describe his efforts, Jeffrey explains that when one sound for the letter *c* did not make sense, he tried another. Once he tried saying *cities* with a soft *c*, he could tell that he was right because the word made sense in the text.

Comprehension

By the end of second grade, we expect children to demonstrate their comprehension of a variety of narrative, literary, functional and informational texts that they read independently or with a partner, as well as texts that adults read to them.

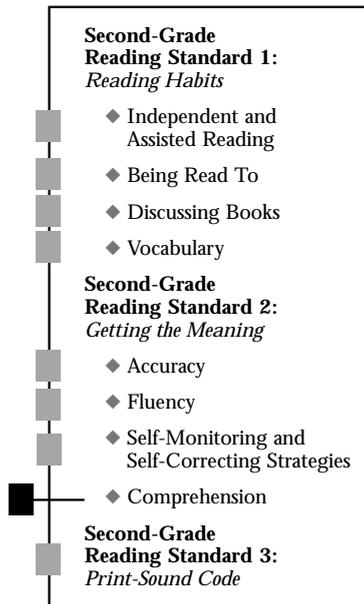
For books that they read independently, including functional and informational texts, we expect children at the end of second grade to be able to do all of the things we expected of them in first grade, both orally and in writing. In addition, we expect them to:

- ◆ recognize and be able to talk about organizing structures;
- ◆ combine information from two different parts of the text;
- ◆ infer cause-and-effect relationships that are not stated explicitly;
- ◆ compare the observations of the author to their own observations when reading nonfiction texts; and
- ◆ discuss how, why and what-if questions about nonfiction texts.

The texts that adults read to second graders usually have more complex conceptual and syntactic features than the texts the children read independently, and this permits greater depth in the kinds of comprehension children can display.

For texts that are read to them, we expect children at the end of second grade to be able to do all of the things they can do for independently read texts. In addition, we expect them to:

- ◆ discuss or write about the themes of a book — what the “messages” of the book might be;
- ◆ trace characters and plots across multiple episodes, perhaps ones that are read on several successive days; and
- ◆ relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.



**Rachel**

Reading Standard 2:
Getting the Meaning

Comprehension

- ◆ Recognize and be able to talk about organizing structures

Rachel clearly understands how to recognize, talk about and use the organizing structures of a text to her advantage. She explains that the table of contents is a guide to what information is in the book and that, furthermore, in nonfiction books like this “you can choose which one you want to read, you don’t have to, like, just choose one, like straight down,” and she gestures down the column of contents. Rachel trails her finger across the page, explaining that after selecting the chapter title, you find the page number: “Right across it has the number of the page, where it is.” The teacher asks Rachel if she can find other chapters that cover a similar topic. She immediately turns back to the table of contents and uses the title clues to identify two promising chapters.

**Daniel**

- ◆ Compare the observations of the author to their own observations when reading nonfiction texts

Daniel reads a page of text and then correctly recounts all the different habitats where frogs and toads might be found. Based on his own knowledge of the animals, he expresses surprise at what he reads: “It surprised me that they could survive in desert environments.” When the teacher suggests he read on to find out more, he uses illustration clues to ascertain that they are on the right track. He points to a picture and explains, “Well, here it looks like a frog in the desert, so maybe we could find out there.” He reads one sentence quite dramatically to stress his surprise: “The frogs swell with water, which they use to survive until the next rainfall; this might be years away.”

**Samir**

- ◆ Discuss how, why and what-if questions about nonfiction texts

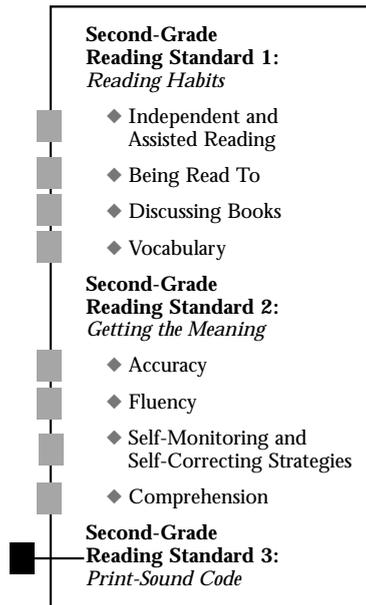
Samir reads *Turtle Nest* quite comfortably and then discusses the information he has gained. He knows that the giant turtle comes out of the sea to “lay babies,” commenting more broadly that she does this to “make the family keep going.” Samir knows from the text that the turtle lays eggs in the sand where they stay warm, and even though the opposite is not stated explicitly, he is able to make the inference that “if she kept it cold at night, they might not hatch.” Samir remembers that when the eggs are hot, they grow, and “when they grow, they go out and start their life.” When asked to make a general summary of what he has learned, Samir correctly notes that the book tells “how giant turtles live, and how they make their family, and how their babies start their life.”

Second-Grade Reading Standard 3: Print-Sound Code

By the end of second grade, students should have a firm grasp of the print-sound code and be able to read the full range of English spelling patterns.

By the end of the year, we expect second-grade students to:

- ◆ read regularly spelled one- and two-syllable words automatically; and
- ◆ recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs,* special vowel spellings and common word endings.



*A diphthong is a vowel sound that changes as it is spoken. In the word *boy*, for example, the *oy* sounds almost as if it were two sounds, /o/ and /e/. Other examples of diphthongs include the /ay/ sound in *day* or the /ow/ sound in *cow*.

**Jasmin****Reading Standard 3:****Print-Sound Code**

Jasmin appears to have a solid grasp of the print-sound code as she reads an excerpt from *Young Jackie Robinson: Baseball Hero*. She sometimes repeats a word to refine her pronunciation or cadence, and she shows good attention to the text, even when reading a sign in the illustration. She has no trouble with common word endings (*-ry*, *-ly* or *-ing*). She easily reads vowel digraphs* found in such words as *treated* and *unfairly* and also deals with silent consonants such as those in *fighting*. This near mastery of the print-sound code means that she will be able to use her knowledge automatically to work through more difficult texts.

**Lucinda**

Lucinda also shows a firm grasp of the print-sound code as she reads an excerpt from *A Baby Sister for Frances*. In addition to easily reading one- and two-syllable words, she automatically reads words with digraphs (*ch*, *th* and *ng*), common word endings (*-ing* and *-zy*) and common endings where they appear in made-up words such as *rattley*. In addition, she reads the dialogue with good expression and voice.

*A digraph is a combination of two letters that, together, make one sound, which is different from either of the letter sounds alone. Consonant digraphs include letter combinations such as *ch*, *ph*, *sh*, *th* and *wh*. Vowel digraphs include combinations such as *ea* in *eat*, *ay* in *day*, *oi* in *oil* and *oa* in *coat*.

Second-Grade Writing Standard 1: Habits and Processes

If second graders are to develop the expected levels of proficiency as writers, their daily writing habits must continue and expand. They need large blocks of time for writing so they can sustain their work longer, say more and provide more detail than they have in the past.

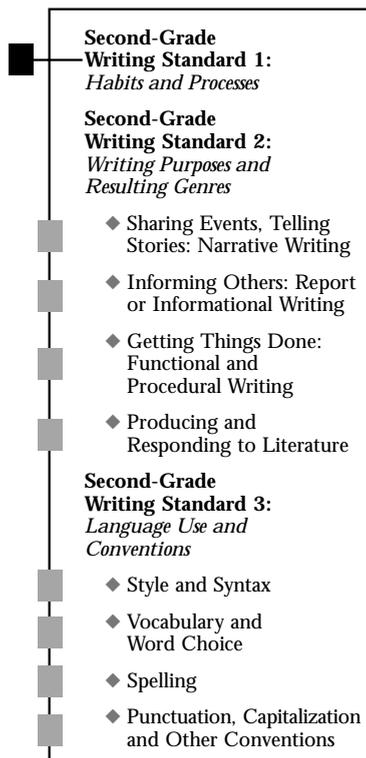
Working independently, second-grade children who are meeting standards make plans for their writing. They use

specific criteria to decide what to write about — what is important to them, what they know something about, what will yield a good product, what will reach the audience. They make decisions about which pieces they will work on over several days and often revisit topics. They reread their writing, get help from their teachers or peers, and revise and adjust to make their writing understandable to their audience. They develop a sense of what counts as good writing by engaging in discussions about favorite books and favorite authors. They write for a growing variety of purposes and audiences and have an expanding range of sources from which they can learn more about the topics they choose. They understand there are choices about how to write about a topic, and they are able to select a genre, develop an angle or conjure a vision to frame their writing.

Second-grade students frequently keep notebooks in which they record favorite lines of poetry or prose, scenes from their day-to-day lives, ideas to develop into writing, phrases of conversation that are worth remembering, and other sources they can draw upon as writers. Students can use these notes as resource materials to develop their own texts.

We expect second-grade students to:

- ◆ write daily;
- ◆ generate their own topics and make decisions about which pieces to work on over several days or longer;
- ◆ extend pieces of writing by, for example, turning a narrative into a poem or a short description into a long report;
- ◆ regularly solicit and provide useful feedback;
- ◆ routinely reread, revise, edit and proofread their work;
- ◆ take on strategies and elements of author’s craft that the class has discussed in their study of literary works;
- ◆ apply commonly agreed-upon criteria and their own judgment to assess the quality of their own work; and
- ◆ polish at least 10 pieces throughout the year.



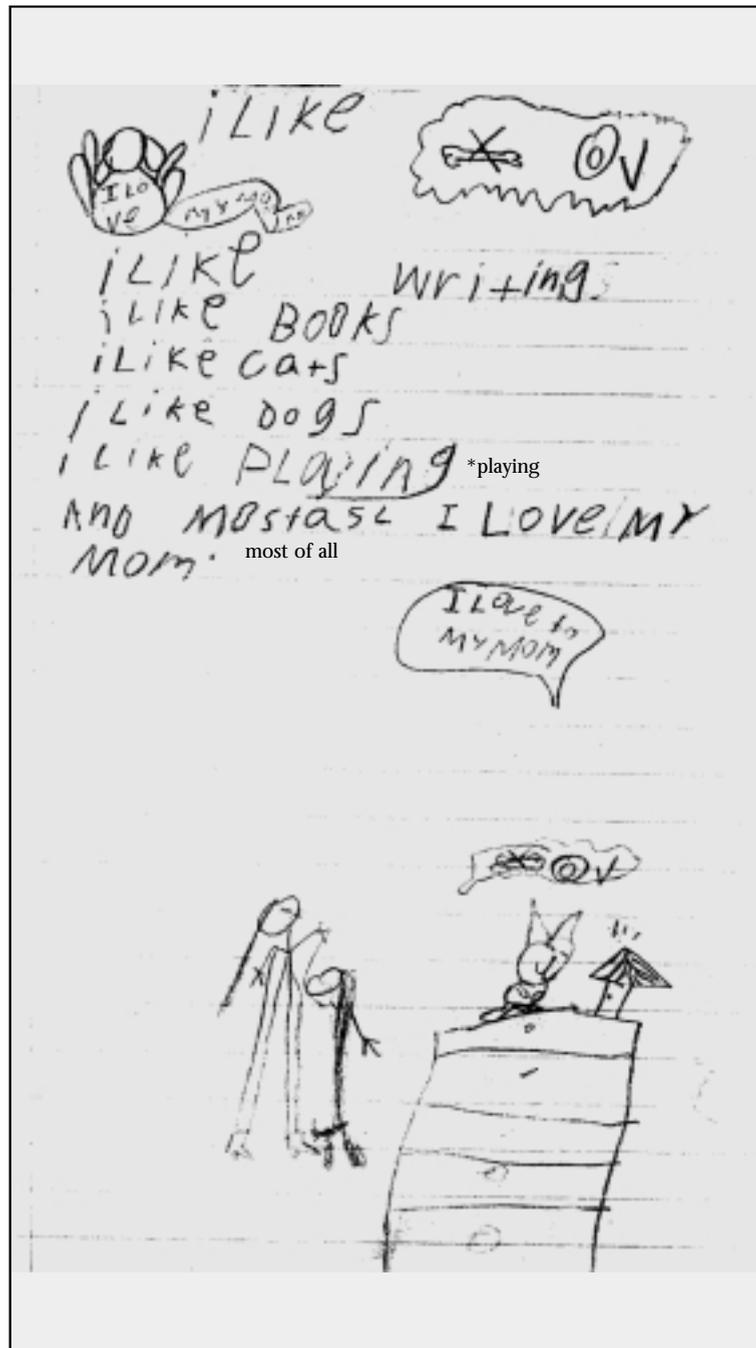
“i Like”

Writing Standard 1: Habits and Processes

Nora’s writing sample is drawn from a collection of her second-grade work. A review of the collection reveals that Nora wrote daily, that she took responsibility for generating topics, that she willingly went back into a piece to make revisions (these often came out of response groups), and that she refined and edited (sometimes illustrating) her work. The complete collection provides evidence of Nora’s meeting the second-grade standard for Writing Habits and Processes.

The first piece, done in September, is a basic list of what Nora likes and loves. The writing is justified to the left margin and is made up entirely of one-clause units. Of the six ideas expressed, five of them are made up of only three words — two in which the subject and predicate are the same. This pattern is fairly typical of first-grade writing and is familiar to readers of easy books. Most of the words are spelled correctly. The last idea breaks the pattern. The clause begins with a qualifying phrase (“And mostasl”), and the verb changes from “Like” to “Love.” This modification in the wording of the last idea is very common in books written for emergent readers, and it is, therefore, possible to infer that Nora modeled her writing on these early books.

(For more of Nora’s collection, see page 251.)



*Translation of phonetically spelled words

Second-Grade Writing Standard 2: Writing Purposes and Resulting Genres

For second graders who are progressing according to standards, writing has become a meaningful activity with myriad purposes. More than ever, these children write to communicate with other people, to learn new things and to give evidence of their understanding. By the time they leave second grade, they have experimented with and produced many kinds

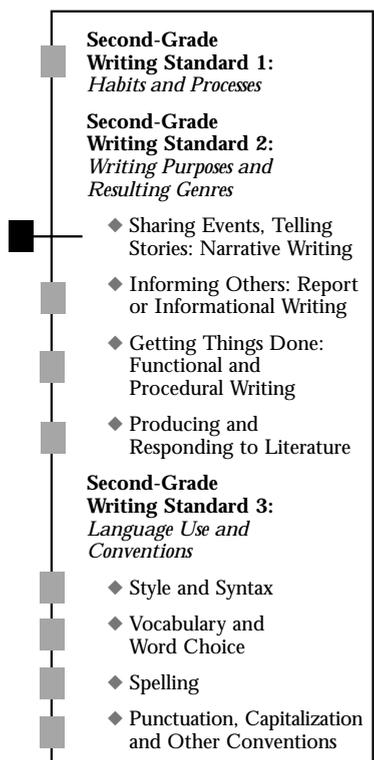
of writing, including narrative account, response to literature, report and narrative procedure.

Sharing Events, Telling Stories: Narrative Writing

By the end of the year, second-grade writers should move beyond simply describing a sequence of events. The structures for extended pieces may be built around a cluster of memorable events (episodic memoirs), around problems and solutions, or around a central idea or a theme running through events. Second graders should be able to set the action of a narrative in a context that could include setting, relationships among characters, motives and moods — perhaps beginning with a classic story opening (for example, “Once there was a girl ... ” or “It was a dark, dark night when ... ”). Second graders should begin to use strategies for building pace and tension, such as giving more attention to some events than others, summarizing or skipping some events, and creating anticipation.

By the end of the year, we expect second-grade students to produce fictional and autobiographical narratives in which they:

- ◆ incorporate some literary or “writing” language that does not sound like speech (for example, “Slowly, slowly he turned,” “For days and weeks and months, I’ve worked for this moment”);
- ◆ create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;
- ◆ develop internal events as well as external ones (for example, the child may tell not only what happened to a character but also what the character wondered, remembered and hoped);
- ◆ write in first and third person; and
- ◆ use dialogue effectively.



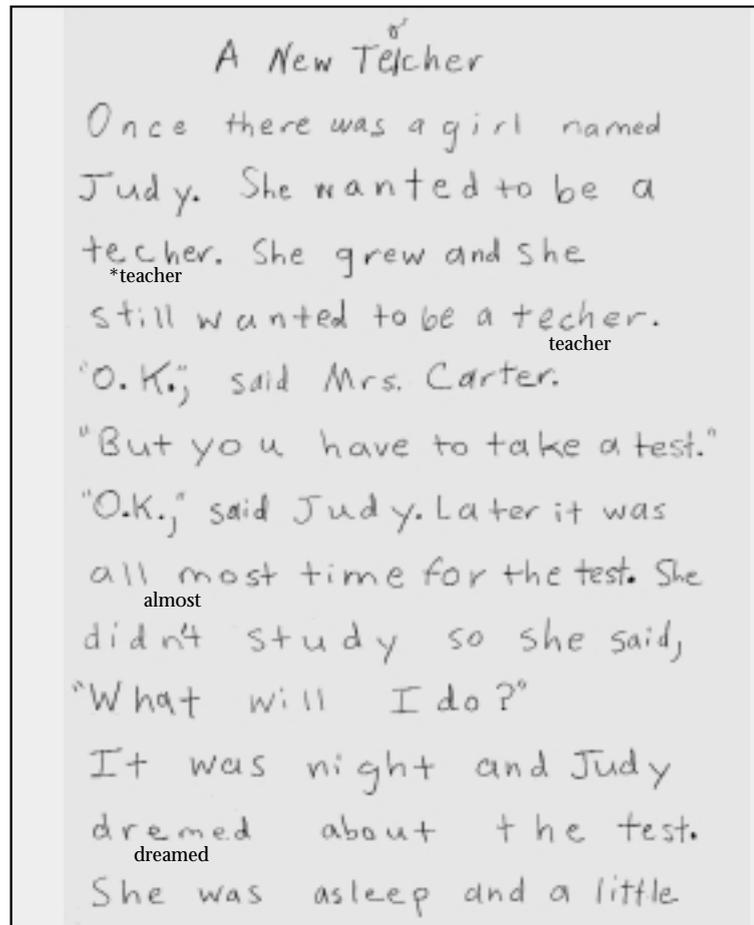
“A New Teacher”

Writing Standard 2: Writing Purposes and Resulting Genres

Narrative Writing

Bryan, the writer of this piece, produces a fairly mature story line, one with a strong message. The story is one of moral choice and perhaps was inspired by other stories built around such choices that are common in children’s literature. Although the piece lacks some detail, it is typical of certain kinds of writing in which detail is not essential to the author’s purpose — for example, fables. This sample meets the standard for narrative writing for second grade.

- ◆ Bryan develops a context for the story by introducing the central character and the one thing that is important to know about her initially: As a girl she wanted to be a teacher and when she grew up she still wanted to be one. This characteristic is the piece of information on which the whole story hangs.
- ◆ Bryan layers our understanding about Judy through events in the story. She procrastinates (“She didn’t study”), she worries (“What will I do?”) and she resists the devil’s suggestion (she believes in fairness even though her resistance may prevent her from achieving the one thing the writer has told us is important to her: becoming a teacher).



*Translation of phonetically spelled words

- ◆ Judy’s emotions are not specified explicitly, but rather they are suggested by internal dialogue (“What will I do?”) and by descriptions of facial expressions (“as she smiled” [happiness]).
- ◆ The dialogue, though predictable, advances the story line. ►►

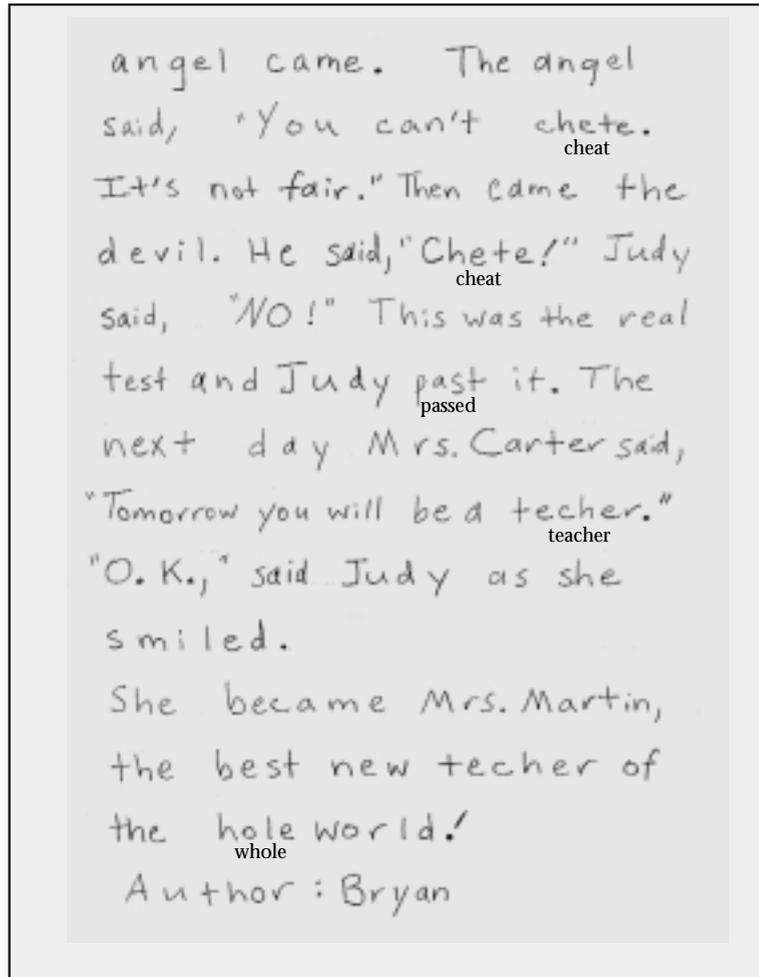
Writing Standard 3:

Language Use and Conventions

This piece does not meet the Language Use and Conventions Standard for second grade.

The number of spelling errors is not acceptable in an edited piece. The syntax, too, is less than what we would expect of second-grade writers. Most of the sentences are quite short, so when read aloud, the writing seems choppy. The vocabulary and word choice are adequate to tell the story, but that is all. The punctuation, however, is particularly good for second grade.

(For more on Language Use and Conventions, see page 182.)



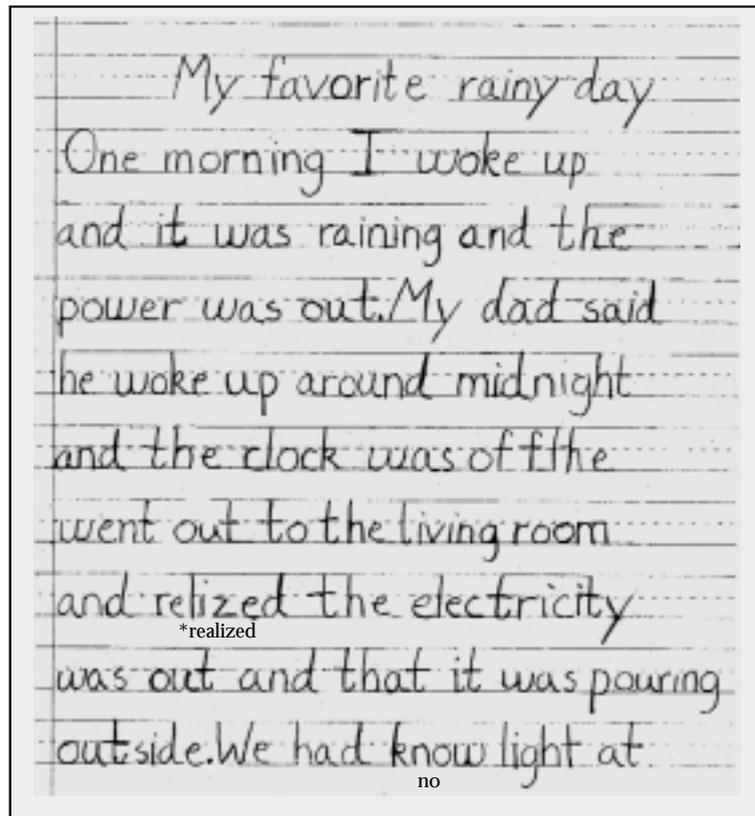
“My favorite rainy day”

Writing Standard 2: Writing Purposes and Resulting Genres

Narrative Writing

Shannon’s writing sample is a fine example of a young writer’s internalization of narrative writing. She clearly controls a number of the elements of narrative writing. She recounts a chronology of events, introduces characters who act realistically, uses details effectively to describe a setting, and conveys to the reader both motives and moods of the characters. This piece represents narrative writing that meets the standard for second grade.

- ◆ Shannon not only recounts a chronology of events (“One morning I woke up”), but she also switches to an antecedent action (“My dad said he woke up around midnight”) and then returns to the time of action that is maintained by revealing the time of events (“At about 10:00”).
- ◆ Shannon introduces characters who act realistically: The father goes to the store for flashlights; Cassie eats “one whole hotdog!”; the mother makes a fire and takes the children for a walk; Ted uses his headphones to tell the news to Shannon and her family.
- ◆ The setting is described using effective details (“woke up around midnight,” “it was pouring,” “two red flashlights,” “sat in the recliner and did math by the light of the fire,” “tree had fallen down



*Translation of phonetically spelled words

- ◆ because of all the wind” and “cheered and danced”).
- ◆ Shannon clearly conveys motives and moods by indicating the parents’ roles (the father wakes at midnight, and the mother makes a fire) and implying the sister’s enjoyment of unusual circumstances (she eats more than usual).
- ◆ Shannon consistently uses the first person.
- ◆ She effectively shows indirect dialogue and attempts to use direct dialogue, though it is unpunctuated (“What an exciting day I said”).
- ◆ She documents the chronology by naming clock times and using transition words.
- ◆ Shannon anticipates the reader’s questions by including statements clearly explaining specific details (“The reizen why his head phones still worked was because it ran on bateries”). ▶▶

Writing Standard 3:

Language Use and Conventions

This piece meets the Language Use and Conventions Standard for second grade.

Style and Syntax

While Shannon uses sentence patterns typical of spoken language including the use of “and” to string clauses together, she also incorporates literary language (“One morning I woke” and “The rest of the day we read, wrote and did things that didn’t use electricity”).

Vocabulary and Word Choice

She uses words from her speaking vocabulary (“I was done with it” and “The reason why”) while using language specific to the story (“electricity,” “flashlights” and “recliner”).

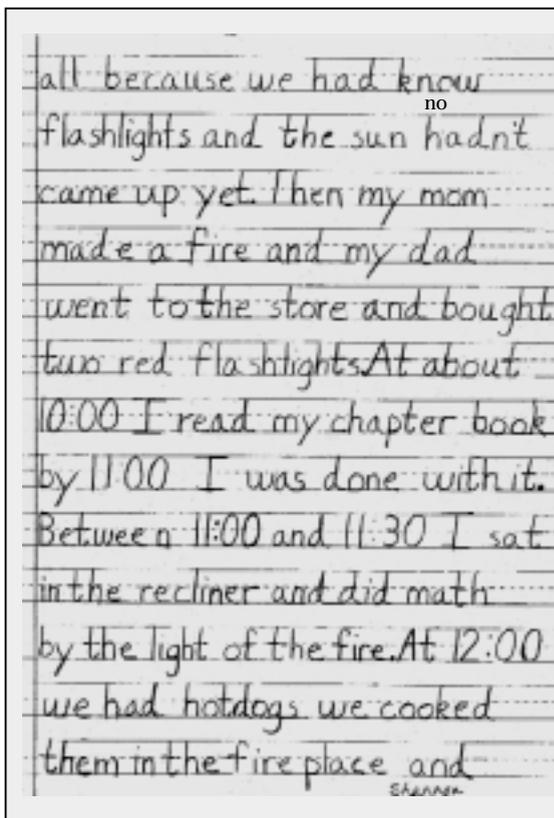
Spelling

The piece contains a high proportion of correctly spelled high- and low-frequency words. She uses a discernible logic to guide the spelling of unfamiliar words such as “relized,” “bateries” and “noiticed.”

Punctuation, Capitalization and Other Conventions

Shannon uses capital letters at the beginning of most sentences, places periods at the ends and uses an exclamation mark for emphasis. She also demonstrates correct punctuation of clock times and contractions.

(For more on Language Use and Conventions, see page 182.)



Cassie ate one whole hotdog.
 She usually only eat one half.
 Nicole wasn't born yet. The
 rest of the day we read, wrote
 and did things that didn't use
 electricity soon it stopped raining
 but the electricity was not
 back yet. So my mom took us
 out for a walk and we saw
 Ted our neighbor had a
 pair of headphones. The reason
 why his headphones still worked
 was because it ran on batteries.
 Sheeran

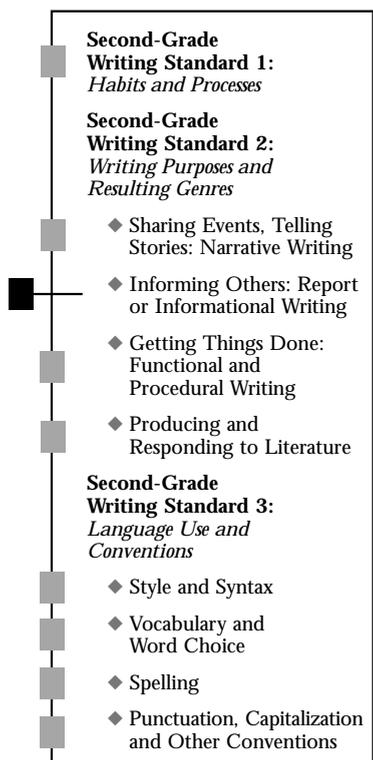
He told us what was on the
 news and weather. When we
 went down the sidewalk
 we noticed that a tree had
 fallen down because of all
 the wind that evening
 around 6:00 the power came
 back. We all cheered and danced
 around. We were so happy the
 power was back. Right away I
 turned on the T.V. What an exciting
 day I said.

Informing Others: Report or Informational Writing

Second graders write reports on a variety of subjects that are familiar from their day-to-day lives or because they have studied them in school. Their reports, then, are drawn both from their personal knowledge (for example, “My brother . . .”) and from research (for example, “Planets”) and are frequently accompanied by diagrams, charts or illustrations. Organization is maintained most often by the use of headers, a strategy borrowed from chapter books. Second graders develop their reports through a recital of facts accompanied by detail. There is generally a concluding sentence or section.

By the end of the year, we expect second-grade students to produce reports that:

- ◆ have an obvious organizational structure (often patterned after chapter book headings);
- ◆ communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- ◆ usually have a concluding sentence or section; and
- ◆ use diagrams, charts or illustrations as appropriate to the text.



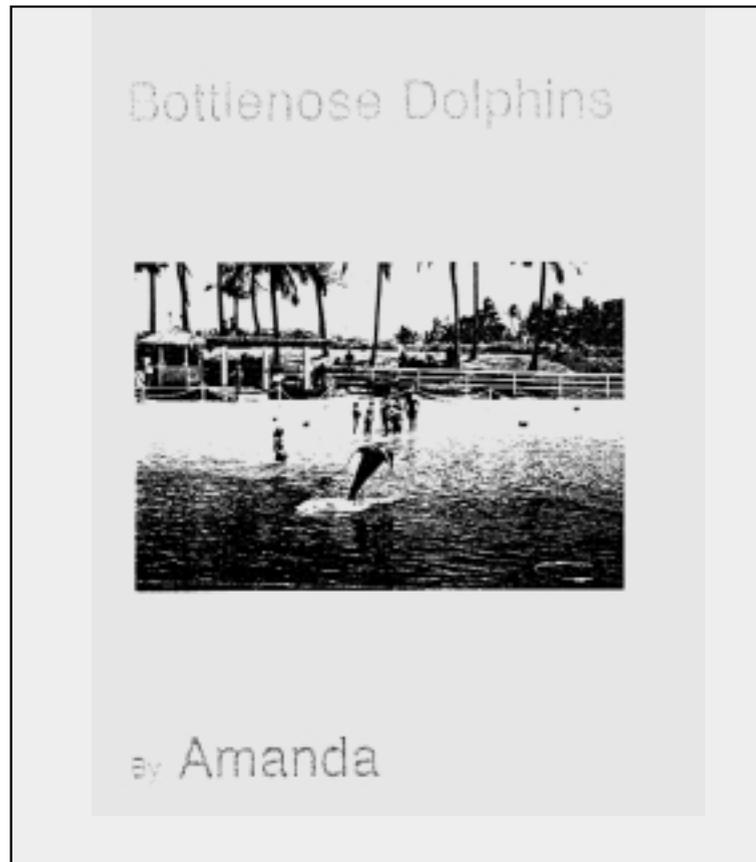
“Bottlenose Dolphins”

Writing Standard 2:
**Writing Purposes and
Resulting Genres**

Report or Informational Writing

Amanda’s sample effectively combines factual material gained from outside sources and information and opinions gained from personal experience. It displays her clear understanding of the report genre. It meets the standard for report writing for second grade.

- ◆ The piece demonstrates appropriate organizational structure by presenting similar information together, so the reader can easily understand the information.
- ◆ Amanda uses both pictures and a chart appropriate to the text.
- ◆ She uses facts with very specific details to develop the topic (“Its habitat is salt water,” “found in coastal waters,” “eat up to four pounds of fish a day,” etc.).
- ◆ The ending is a personal experience with dolphins, which she uses to round out and humanize the report. ▶▶



Amanda

Bottlenose dolphins

Its habitat is salt water. Dolphins are found in coastal waters around the world. Dolphins eat up to four pounds of fish a day. They eat inshore fish like capelin, anchovy, salmon, and shrimp. Dolphins can eat 6 feet under water and can stay down for 15 minutes.

Dolphins can live up to 50 years. Its coat is smooth and like rubber. A dolphin is a mammal.

When dolphins sleep, the female sleeps on top of the water and the male sleeps on the bottom. When the male needs air, it goes up to the top the water to get it and then it goes back down.

Some people let balloons go and they go into the ocean. Dolphins think it is food and eat it and can die. Other pollution like gas and soda cans can hurt dolphins. When a dolphin is sick it cries to get help from other dolphins who try to help it to the top so it can breathe. We can help dolphins by not polluting the ocean.

When I was in Hawaii, I swam with the dolphins. I fed them squid. The grossest part was when I had to feed them because there were dead squid and we had to hold them. I think what was neat about swimming with the dolphins was when we got to race with the them. Guess who won? The dolphins did. What was cool about it was when three dolphins at a time came out of the water and jumped up. Dolphins like to play in the ocean.



Range of the bottlenose dolphins.

DISTRIBUTION
Coastal waters of the Atlantic, the temperate North Pacific and the Red Sea and Indo-Pacific region are home to three species of bottlenose dolphin—*Tursiops truncatus truncatus*, *T.L. gilli*, and *T.L. aduncus* respectively.



Writing Standard 3:

Language Use and Conventions

This piece meets the Language Use and Conventions Standard for second grade.

Style and Syntax

Amanda relies on title, title page and book format to introduce the topic. She seems to organize the information section (paragraphs 1-4) somewhat arbitrarily but gears the personal section (final paragraph) toward conveying information important to her. In both the factual and the personal sections, she uses complex sentence structures.

Vocabulary and Word Choice

Amanda uses language specific to the topic (“Bottlenose dolphins,” “habitat,” “coastal waters,” “mammal” and “pollution”). Amanda has widened her writing vocabulary by using these words, which she found while gathering information from outside sources.

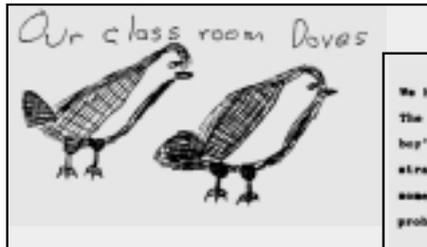
Spelling

Since this report is the result of an obvious process that includes revision, the final copy contains correctly spelled words.

Punctuation, Capitalization and Other Conventions

This sample shows Amanda’s ability to consistently use periods at the ends of declarative sentences and to employ commas to denote items in a series and after introductory clauses. She correctly capitalizes both at the beginning of sentences and in place names.

(For more on Language Use and Conventions, see page 182.)



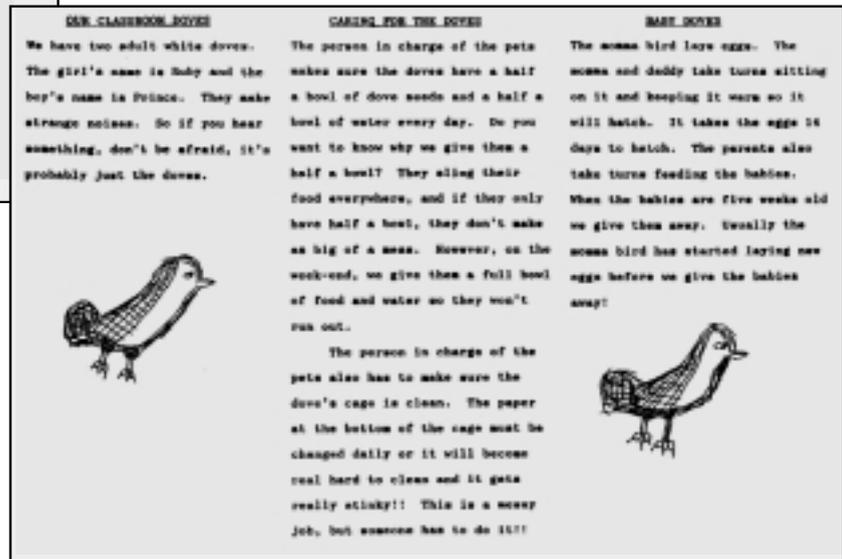
“Our class room Doves”

**Writing Standard 2:
Writing Purposes and
Resulting Genres**

Report or Informational Writing

This piece of work is an informational report that has been formatted as a brochure. The purpose is to inform classroom visitors about two doves that are class pets. Because it is about two specific doves and their care, there is no generic information about doves as a type of bird. The tone is friendly and straightforward, and the writer has anticipated questions a visitor might ask. The writing meets the standard for second-grade reports.

- ◆ The writing is well organized. It is laid out as a trifold and then broken out into three major headings (“OUR CLASSROOM DOVES,” “CARING FOR THE DOVES” and “BABY DOVES”).
- ◆ The writer mixes observation (“They make strange noises”) with fact (“It takes the eggs 14 days to hatch”). There is also much detail in this report: the names of the two doves, how much food they are given and why that precise amount, who cleans the doves’ cage and how often, which dove sits on the eggs and which does the feeding, when the babies are given



- ◆ away, and when the next cycle of egg-laying begins.
- ◆ The text is illustrated nicely with drawings of the two doves.
- ◆ Although there is no formal ending to the brochure as a whole, each section does end naturally.

**Writing Standard 3:
Language Use and Conventions**

This piece meets the Language Use and Conventions Standard for second grade.

Style and Syntax

The style of this piece is straightforward and informative. The writing exhibits a range of syntactic patterns, and there is even a rhetorical question to keep the reader engaged. Stylistically, the piece mirrors the kind of brochure writing aimed at elementary school students, though clearly a second grader is doing the writing.

Vocabulary and Word Choice

This piece contains words typical of a second-grade vocabulary. Some of the words are more appropriate to oral language than to written language (“stinky” and “momma and daddy”), but the overall use of language is quite good. Notice the precise verb “sling.” This is not a piece of writing that encourages a technical vocabulary because its purpose is to inform and explain. Therefore, the writing, by necessity, avoids complicated wording.

Spelling

The piece has been edited and published, so there are no spelling errors.

**Punctuation, Capitalization and
Other Conventions**

The piece has been edited and published, so the few errors that do exist are beyond expectations of second-grade students.

(For more on Language Use and Conventions see page 182.)

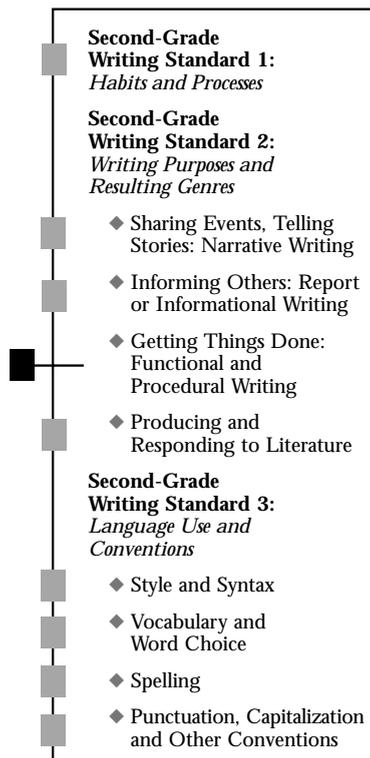
Getting Things Done: Functional and Procedural Writing

In the real world, words have the power to alter the course of events. As children grow older and more experienced, they come to understand author's craft and use language with enormous care, explicitness and empathy, so their words help readers do what the authors want them to do. Whether children are writing directions to their house, a recipe for a birthday cake, the procedures to

recreate a scientific experiment or the steps toward creating special effects on a computer, the writing and thinking challenges children face are similar.

By the end of the year, we expect second-grade students to produce narrative procedures that:

- ◆ establish a context for the piece;
- ◆ identify the topic;
- ◆ show the steps in an action in enough detail to follow them;
- ◆ include relevant information;
- ◆ use language that is straightforward and clear; and
- ◆ frequently use pictures to illustrate steps in the procedure.



“HOW TO CARVE A JACK-O-LANTERN”

Writing Standard 2:

Writing Purposes and Resulting Genres

Functional and Procedural Writing

This is a good example of a child's ability to produce a narrative procedure. It provides a reader with a clear sense of the steps involved in carving a jack-o'-lantern. It represents functional writing that meets the standard for second grade. (To see this same topic treated adequately by students at other grade levels, see page 279.)

- ◆ Ginny establishes a context for the piece (“One day after school”) and sets a narrative frame for the procedure (“I went to the supermarket to buy a pumpkin”).
- ◆ After identifying the topic in the title, Ginny shows the steps in the procedure by using clear, straightforward details (“big ones and little ones,” “skinny ones and fat ones,” “dug the seeds out,” “two2 triagels”) and appropriate transition words and phrases (“So,” “When I got home,” “After,” “Then” and “Next”).
- ◆ The piece has an implied closure in the final step: the lighting of the candle in the pumpkin.

Writing Standard 3:

Language Use and Conventions

This piece meets the Language Use and Conventions Standard for second grade.

Style and Syntax

Ginny uses sentences that are direct and explanatory, typical of procedural writing. Sentence patterns are typical of literary language ("They had big ones and little ones they had skinny ones and fat ones") as well as of oral language.

Vocabulary and Word Choice

Ginny makes word choices that show a vocabulary large enough to exercise options ("supermarket" instead of *store*, "triagels" instead of *holes*). She uses words for numbers as well as showing the number ("two2 triagels") and uses shapes ("triagels," "squer," "banana" and "zigzags") to describe the pumpkin face.

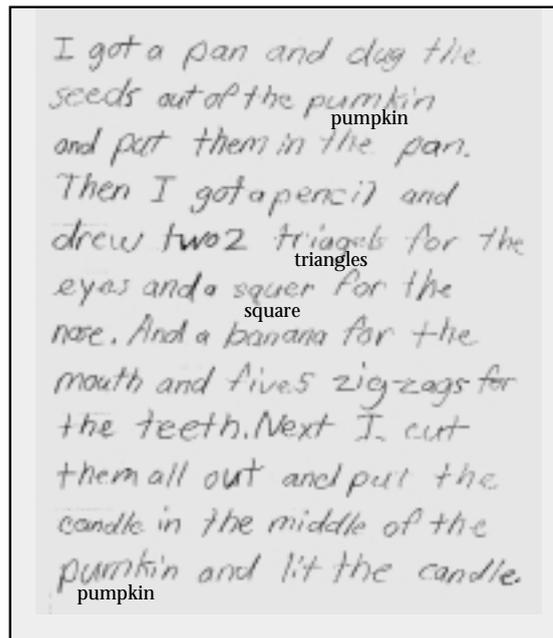
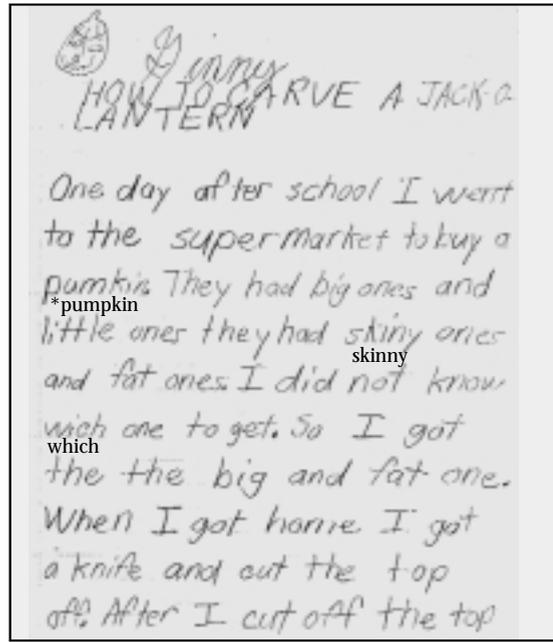
Spelling

Ginny correctly spells most words, especially high-frequency words. She also uses logic to spell unfamiliar words, writing "pumkin," an accurate reproduction of the way many people pronounce the word *pumpkin*.

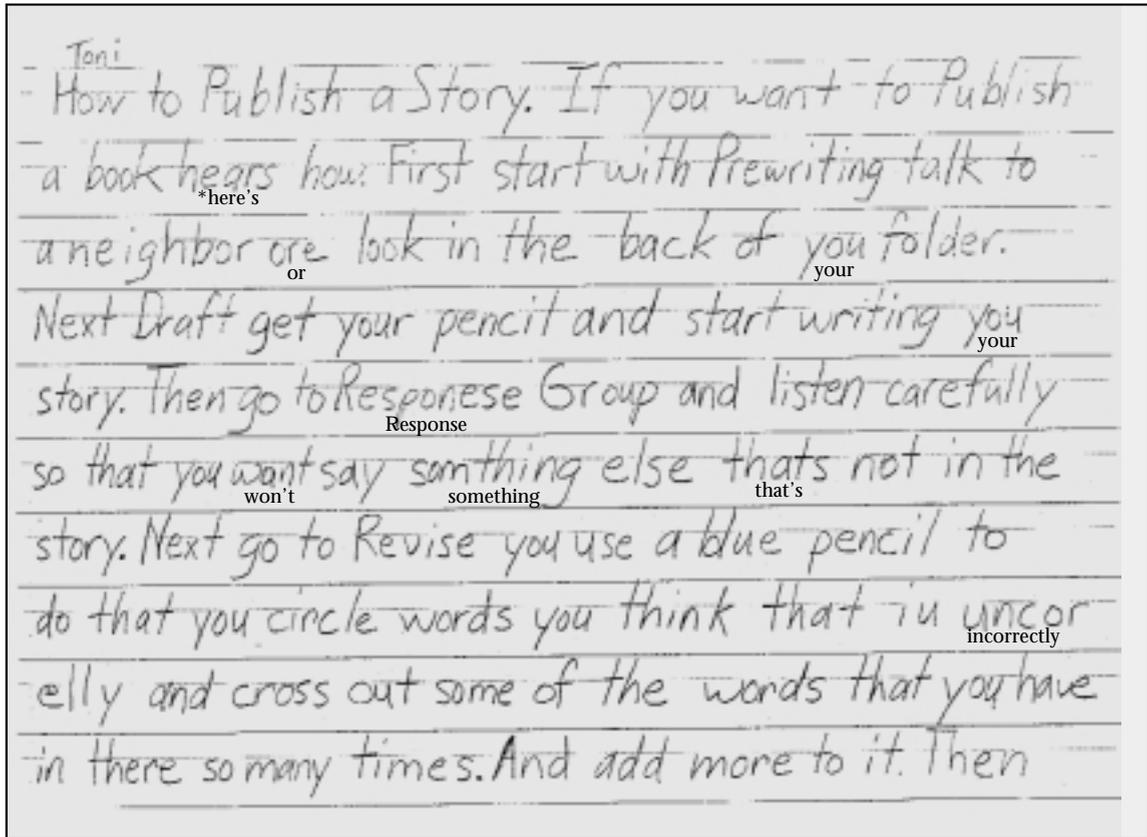
Punctuation, Capitalization and Other Conventions

Ginny uses periods at the end of sentences and capitalizes correctly, beginning all sentences with a capital letter and consistently capitalizing the personal pronoun *I*.

(For more on Language Use and Conventions, see page 182.)



*Translation of phonetically spelled words



*Translation of phonetically spelled words

“How to Publish a Story”

Writing Standard 2:
**Writing Purposes and
 Resulting Genres**

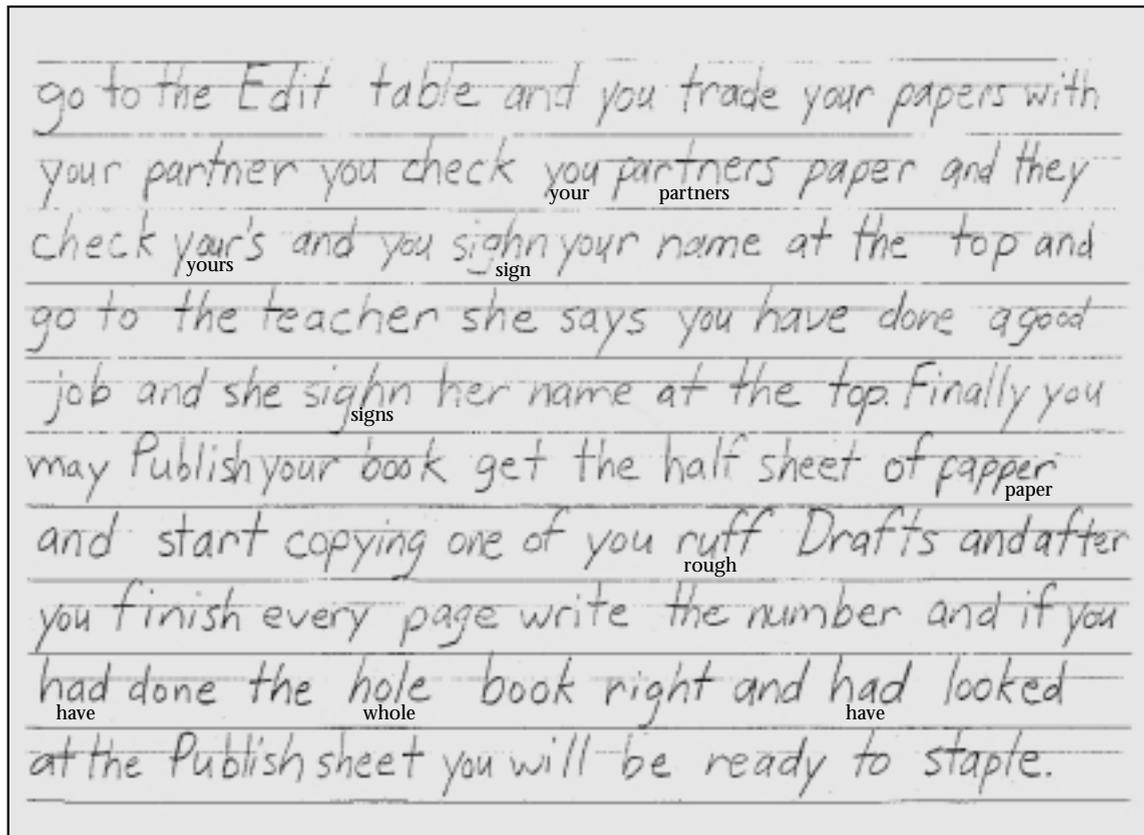
Functional and Procedural Writing

In this piece of functional writing, Toni provides a very thoughtful description of the writing process from prewriting through publishing. She clearly understands the different steps and describes each of them — if somewhat generally — for the reader. Some of the directions are almost elliptical (“First start with

Prewriting talk to a neighbor or look in the back of your folder”). Presumably, the neighbor or the back of the folder would provide help to Toni on generating ideas for writing.

This degree of generality, no doubt, comes from her assumptions about the reader’s familiarity with classroom rules about the writing process. Such assumptions about the reader’s knowledge are common throughout what is otherwise a very informative piece. The writing meets the standard for a narrative procedure in second grade.

- ◆ Toni begins with a title and then a conversational “If you want to Publish a book hears how.”
- ◆ She names and capitalizes all the steps of the process, and she uses transition words to lead the reader from one to the next. She describes some of the steps more fully than others. For example, to draft, she tells the reader to get a pencil and “start writing your story.” On the other hand, she gives a good deal of precise information about how to revise (“use a blue pencil” and “circle words you think that iu



uncorrelly and cross out some of the words that you have in there so many times”).

- ◆ All the information is relevant to this seven-step process and is articulated in straightforward language.

Writing Standard 3:

Language Use and Conventions

This piece does not meet the Language Use and Conventions Standard for second grade because of problems with capitalization and end punctuation. However, it does have some notable features.

This piece contains a variety of sentence structures, but the sentences are not always coherent. Toni tries to embed the names of the steps (“Draft”) but does not manage to find a way to both announce the step and describe it. She links sentences by transitions, which carry the reader through the piece, a strategy common to this genre.

Her vocabulary is typical of second-grade oral language. She names each stage of the writing process, and she demonstrates familiarity with language associated with the process (“ruff Drafts”).

The spelling is somewhat uneven (“sighn,” “papper”). She misuses several words (“hears” for *here’s* and “ruff” for *rough*), but these are errors in usage, not in spelling. Toni almost consistently controls for capital letters at the beginning of all other sentences and for end punctuation. However, as she moves through each of the steps (“Prewriting,” “Revise”), she has difficulty naming each step (which she capitalizes) and then attaching that particular step to a sentence unit.

(For more on Language Use and Conventions, see page 182.)

Producing and Responding to Literature

Second-grade students produce and respond to the literature they are reading or that they hear read. They write in the genre of texts they read, and they write about texts also. They write about books, elaborating on various aspects that interest them. As part of their genre studies, they read and write in particular genres. They understand the range and possibilities of literary genres. Over

time, they can give examples of poetry, memoirs, letters, songs, brochures and other specific kinds of writing. They discuss what they see in these forms and can show their grasp of the forms by reproducing them in their own writing. When they respond to literature, they mark text they find notable (perhaps using Post-it Notes™) and comment on their ideas in class discussions. They can see a bigger idea or theme at work and collect evidence of that theme.

Responding to literature

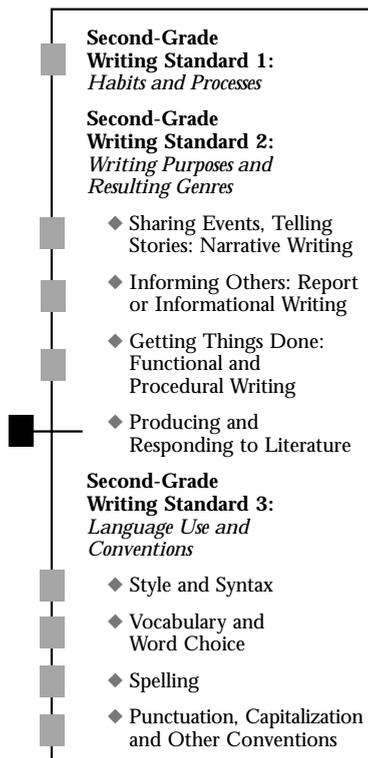
By the end of the year, we expect second-grade students to:

- ◆ provide a retelling;
- ◆ write letters to the author, telling what they thought or asking questions;
- ◆ make a plausible claim about what they have read (for example, suggesting a big idea or theme and offering evidence from the text);
- ◆ write variations on texts they have read, telling the story from a new point of view, putting in a new setting, altering a crucial character or rewriting the ending; and
- ◆ make connections between the text and their own ideas and lives.

Producing literature

By the end of the year, we expect second-grade students to:

- ◆ write stories, poems, memoirs, songs and dramas — conforming to appropriate expectations for each form;
- ◆ write a story using styles learned from studying authors and genres; and
- ◆ write poetry using techniques they observe through a study of the genre.



“Necklace or Sky”**Writing Standard 2:
Writing Purposes and
Resulting Genres****Producing Literature**

Stella’s sample is an excellent example of a child’s ability to produce literature that fulfills a reader’s expectations for poetry. It provides evidence that she can develop a sense of metaphor and sustain a comparison to a degree that is impressive for a second grader. The piece clearly meets the standard for producing literature for second grade.

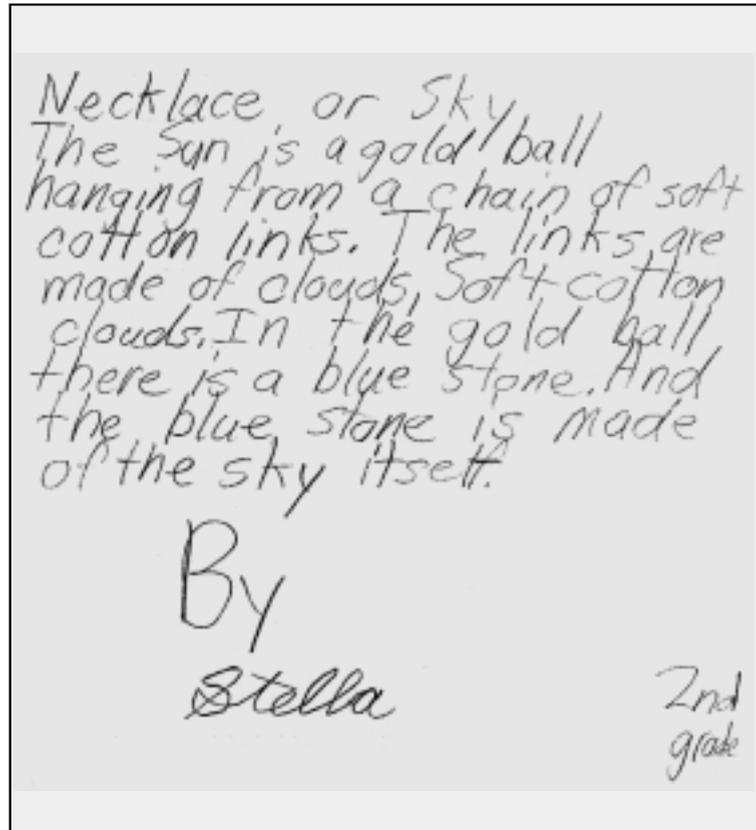
- ◆ The sample develops a description of the sky, comparing it to a necklace and consistently maintaining the imagery.
- ◆ The sample uses poetic techniques Stella may have observed in descriptive poems and employs a striking metaphor (“The Sun is a gold ball hanging ...”).

**Writing Standard 3:
Language Use and Conventions**

This piece meets the Language Use and Conventions Standard for second grade.

Style and Syntax

Stella employs four descriptive, declarative sentences. Additionally, she uses an introductory prepositional phrase followed by a “there is” construction (“In the gold ball there is a blue stone”). She effectively begins one



sentence with “And” (“And the blue stone is made of the sky itself”), much in the manner of many poets.

Vocabulary and Word Choice

Stella uses effective word choices to convey meaning (clouds like “links” in a chain, clouds as “Soft” and cottony). She also selects words that reveal a vocabulary large enough to create imagery that is particularly effective (“chain of soft cotton links”).

Spelling

She correctly spells all words used in this piece.

**Punctuation, Capitalization and
Other Conventions**

She begins all sentences with a capital letter and uses periods at the end of all sentences. Additionally, she separates “soft cotton clouds” from the rest of the sentence by using a comma. Such use of punctuation suggests that Stella understands the function of commas in poetry is to facilitate reading, underscore meaning and set up repetition.

(For more on Language Use and Conventions, see page 182.)

“Today I whent to Thathers”

Writing Standard 2:
**Writing Purposes and
 Resulting Genres**

Producing Literature

This piece of expressive text was an entry in Miles’ notebook. It is a fine piece of writing and demonstrates his attention to detail (“windows and PeeP holes with Small stiks For window sills”), his syntactic maturity (“we started to Bild Stik aFterstiK”) and his remarkable ability to step back from the text and reflect on the significance of the event he is writing about (“Butwe rilly bilt a frendshiP”). This piece meets the standard for a piece of literature produced at second grade.

- ◆ The piece seemingly is a straight-forward account of two boys who are building a shelter.
- ◆ The piece begins with an initiating event (“I whent to Thathers”) and a reaction (“I had a grat time”). Then Miles details building the shelter in very precise language (“made windows and PeeP holes with Small stiks For window sills”).
- ◆ In the last line, Miles distances himself from the story and surprises the reader by concluding that what the boys were really building was not a shelter but a friendship. This final observation is completely unexpected, though not discordant.

Today I whent to Thathers. I had a grat time, Me and Thatcher bilt a Shelter For a program. Miss Taylor found a good spot and we started to Bild Stik aFterstiK. Finly we had a den but Me and Thatcher made windows and PeeP holes with Small stiks For window sills. Finly we put the leaves on the walls to keep it warm in the shelter. We bilt a bird watching place. But we rilly bilt a frendship.

*Today I Went to Thatchers. I had a great time. Me and Thatcher built a shelter for a program. Miss Taylor found a good spot, and we started to build stick after stick. Finally, we had a den, but me and Thatcher made windows and peepholes with small sticks for window sills. Finally, we put the leaves on the walls to keep it warm in the shelter. We built a bird watching place. But we really built a friendship.

*Translation of phonetically spelled words

Writing Standard 3:
Language Use and Conventions

This piece does not meet the Language Use and Conventions Standard for second grade because of the number of spelling errors. Still, it is simply a notebook entry, which is really a first draft and not a polished piece. It does have some notable features, however.

The sentences in this piece are crafted nicely and represent a range of syntactic patterns. Of particular note are “we started to Bild Stik aFterstiK” and

the simple phrasing of the final thought, “Butwe rilly bilt a frendshiP.” Transitions lead a reader through the piece.

The vocabulary is appropriate, given the topic, and there are several precise word choices (“PeeP holes” and “window sills”). The spelling is good for rough-draft writing at second grade. Those words that are misspelled can be read easily. Miles controls for beginning capitalization and end punctuation.

(For more on Language Use and Conventions, see page 182.)

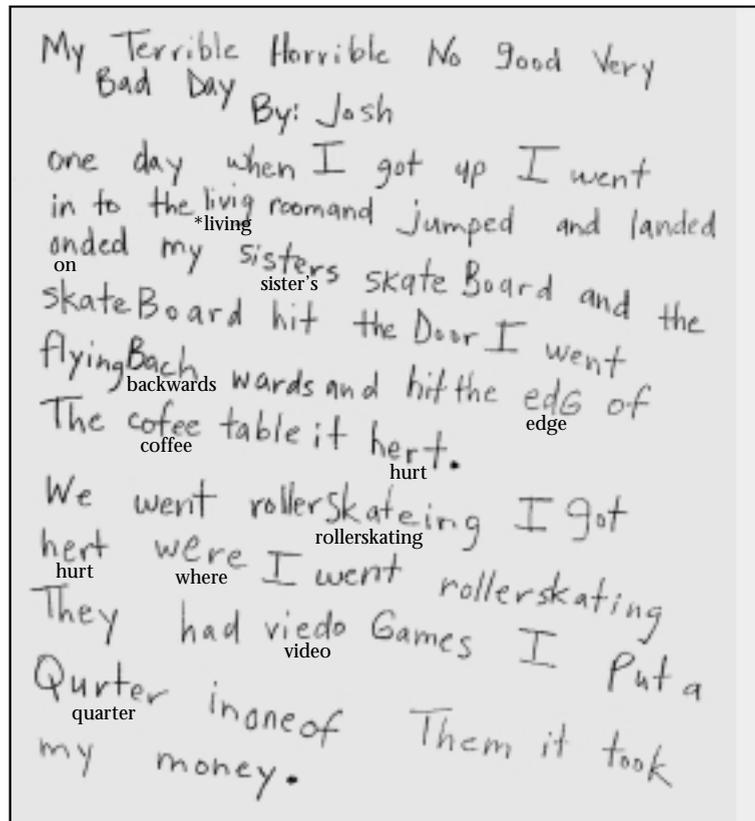
“My Terrible Horrible No Good Very Bad Day”

Writing Standard 2: Writing Purposes and Resulting Genres

Responding to Literature

Josh’s sample is an example of a child’s ability to respond to literature by imitating a text the child has read. He creates a variation on Judith Viorst’s *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. It is an example of work that meets the standard for a response to literature for second grade.

- ◆ Josh retells the story using his own experiences, mirroring to some degree the chain of unfortunate happenings portrayed in the model.
- ◆ The piece begins with a standard narrative account but then introduces a list of events similar to those in the story Josh is imitating.



*Translation of phonetically spelled words

Writing Standard 3:

Language Use and Conventions

This piece does not meet the Language Use and Conventions Standard for second grade. Josh makes too many mistakes with punctuation, and he does not use capital letters (except for *I*) systematically.

Josh uses simple declarative sentences with the exception of one introductory adverbial clause. He uses “and” for transitions, but the piece includes little substantial detail.

He uses words from a common speaking vocabulary. He also uses

words that indicate he was able to select appropriate words for the situation — “skateBoard,” “edG of The coffee table” and “viedo Games.” Josh correctly spells most words, although some errors exist, such as using a single consonant in “cofee” and not adding a silent *e* on the ending of the word *edge*.

(For more on Language Use and Conventions, see page 182.)

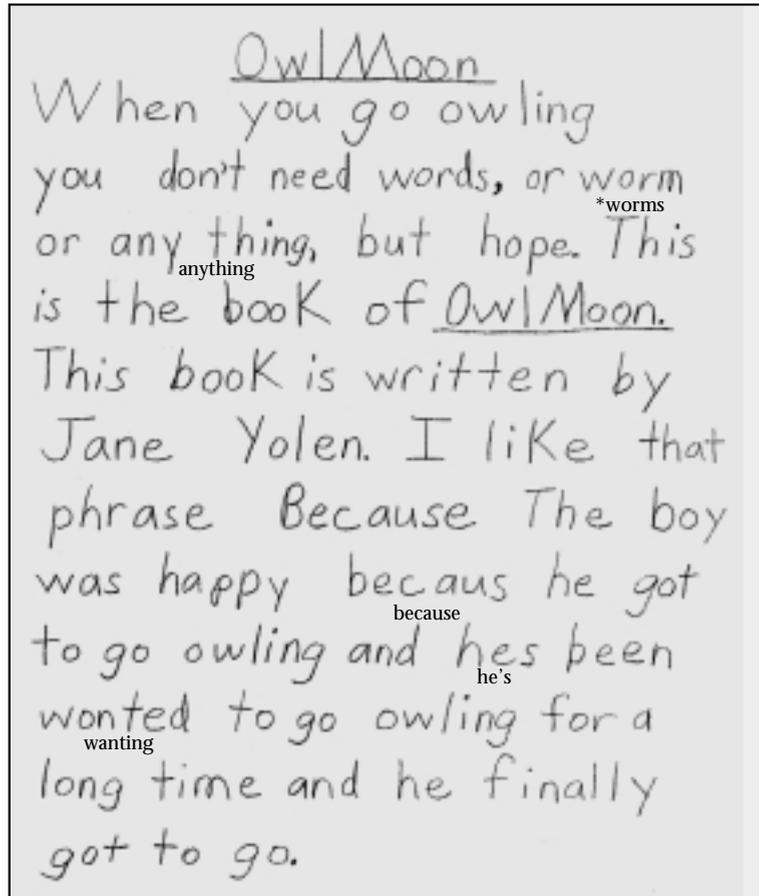
“Owl Moon”

**Writing Standard 2:
Writing Purposes and
Resulting Genres**

Responding to Literature

This sample is a good example of a child’s ability to respond to literature. The class read the picture book *Owl Moon* by Jane Yolen and discussed the language in the book. Each student then copied a quote from the book and explained why that language was meaningful. This writer was able not only to respond to words from the text, but also to connect a quotation to the overall theme of the book. The piece meets the standard for response to literature in second grade.

- ◆ The student begins with a quotation from the story and names the title and author, providing the context.
- ◆ The student connects the quotation to the story by a selective retelling (“Because The boy was happy because he got to go owling and hes been wanted to go owling for a long time and he finally got to go”).
- ◆ The student makes a personal response to the happy feeling of the character in the story by stating, “When other Kids are happy that maKes me happy.”



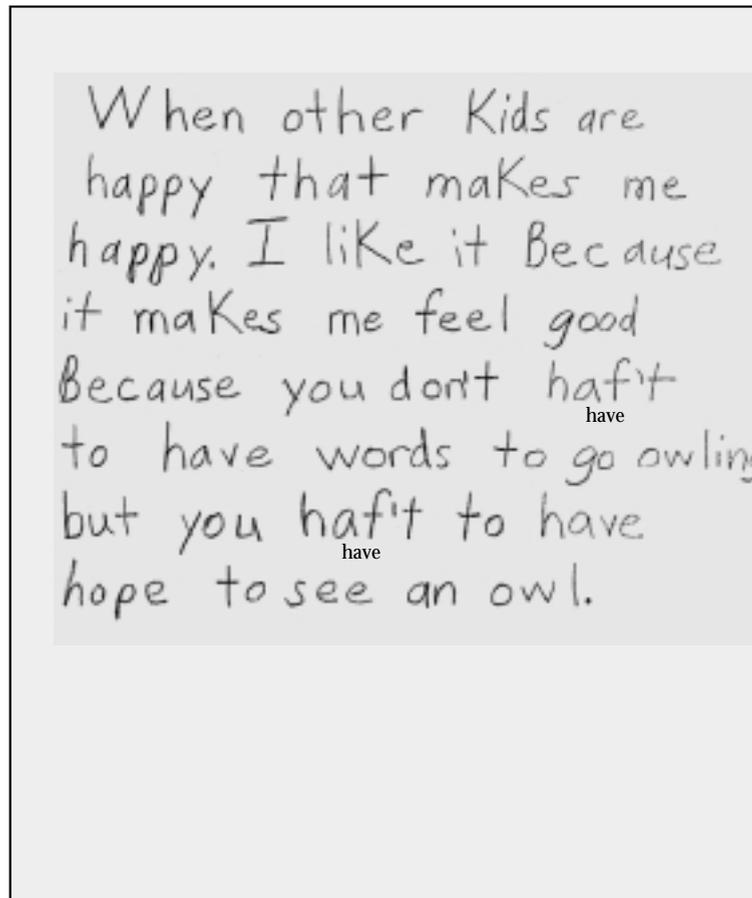
*Translation of phonetically spelled words

- ◆ The student makes a claim (“I liKe it Because it maKes me feel good”). This claim is supported by a summary of the story and its theme (“you don’t haf’t to have words to go owling but you haf’t to have hope to see an owl”).

**Writing Standard 3:
Language Use and Conventions**

This piece does not meet the Language Use and Conventions Standard for second grade. The writing does not provide evidence of an appropriate level of control for spelling and capitalization.

The writer uses a variety of sentence structures, mimicking those in the picture book. In addition, there are very complex constructions, such as “When other Kids are happy that



maKes me happy,” a sentence that begins with an adverbial clause. There is one run-on sentence (the one that begins “I liKe that phrase Because The boy was happy ...”).

The vocabulary is consistent with the level of language in the picture book. Most of the sight words in the piece are spelled correctly. In one case, the writer leaves the final *e* off *because*, but in all other cases the word is spelled correctly. An apostrophe is omitted from “hes.” The spelling of “haf’t” instead of *have to* may reflect

the child’s dialect. Also, the writer uses the wrong verb ending when writing “wanted” instead of *wanting*.

The writer is consistent in capitalization after every period. However, the writer capitalizes “Because” three times when no capital letter is called for. The writer uses an apostrophe correctly in “don’t” and incorrectly in “haf’t.” Other conventions the writer uses are capitals for proper nouns and underlining for a title.

(For more on Language Use and Conventions, see page 182.)

Second-Grade Writing Standard 3: Language Use and Conventions

Second graders should be developing fluency as writers, producing longer, more detailed texts and crafting stories to achieve an effect, as their control over the conventions of language increases. Some of their sentences still echo their oral language patterns, while others show their awareness of literary style and other generic forms. Conventions appear more regularly:

Periods, capital letters, quotation marks and exclamation points frequently are used correctly.

Style and Syntax

Children meeting standards use a variety of sentence structures by the time they leave second grade. The simple sentences that beginning writers relied on because of the difficulties of forming words have evolved into more complex sentences. By using a variety of sentence structures, second-grade writers show their ability to handle subordination of thought by subordination of structures. While punctuation of such sentences may be erratic or uneven, the sentences themselves show children's increasing proficiency in realizing their thoughts in writing. As children experience greater variety of language in books, speech patterns should be augmented by the more writerly structures we expect in specific genres.

Using one's own language

By the end of the year, we expect second-grade students to:

- ◆ use all sentence patterns typical of spoken language;
- ◆ incorporate transition words and phrases; and

- ◆ use various embeddings (phrases, modifiers) as well as coordination and subordination.

Taking on language of authors

By the end of the year, we expect second-grade students to:

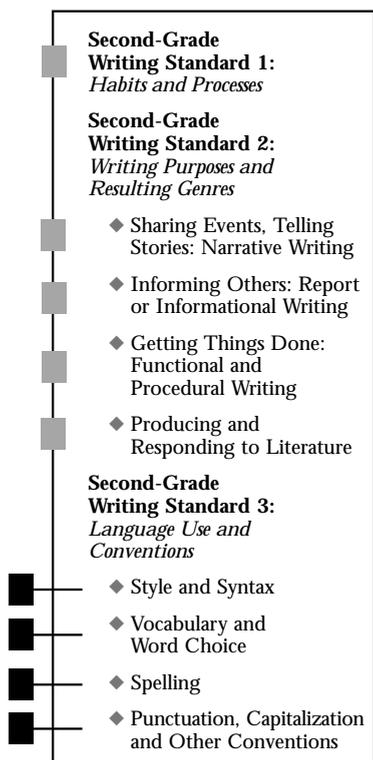
- ◆ use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- ◆ embed literary language where appropriate; and
- ◆ reproduce sentence structures found in the various genres they are reading.

Vocabulary and Word Choice

Using one's own language

By the end of the year, we expect second-grade students to:

- ◆ use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and
- ◆ make word choices that reveal they have a large enough vocabulary to exercise options in word choice.



Taking on language of authors

By the end of the year, we expect second-grade students to:

- ◆ make choices about which words to use on the basis of whether they accurately convey the intended meaning; and
- ◆ extend their writing vocabulary by using specialized words related to the topic or setting of their writing (for example, the names of kinds of trees if they are writing about a forest).

Spelling

Second-grade writers on target for meeting standards are beginning to control for spelling. That is, they correctly spell words that they have studied, words that they encounter frequently as readers and words that they regularly employ as writers. They also should spell correctly some high-frequency words with unpredictable spelling patterns that must be memorized (for example, *of*, *have*, *the*). At the same time, their incorrect spellings become less random because a clear logic is at work (for example, *used to* is frequently spelled as *yousto*). Some inflectional endings (for example, *-ed*, *-ing*, *-ed*), word families and high-frequency words are becoming more automatic.

By the end of the year, we expect second-grade students to be able to:

- ◆ use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random;
- ◆ produce writing in which most high-frequency words are spelled correctly;
- ◆ correctly spell most words with regularly spelled patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent *e* and one-syllable words with blends;
- ◆ correctly spell most inflectional endings, including plurals and verb tenses; and
- ◆ use correct spelling patterns and rules most of the time.

In addition, we expect these students to:

- ◆ use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know); and
- ◆ engage in the editing process, perhaps with a partner, to correct spelling errors.

Punctuation, Capitalization and Other Conventions

Children should leave second grade with a good sense of how beginning capitalization and end punctuation are applied conventionally, though they may continue their creative use of capital letters (for example, “the dog was HUGE”) and exaggerated punctuation (for example, “he bit me!!!!”).

Second graders meeting standards may not have consistent control over punctuation, but they show their understanding by incorporating all the commonly used punctuation marks to some degree in their writing.

By the end of the year, we expect second-grade students to:

- ◆ use capital letters at the beginnings of sentences;
- ◆ use periods to end sentences;
- ◆ approximate the use of quotation marks;
- ◆ use capital letters and exclamation marks for emphasis;
- ◆ use question marks; and
- ◆ use common contractions.

“Sports”

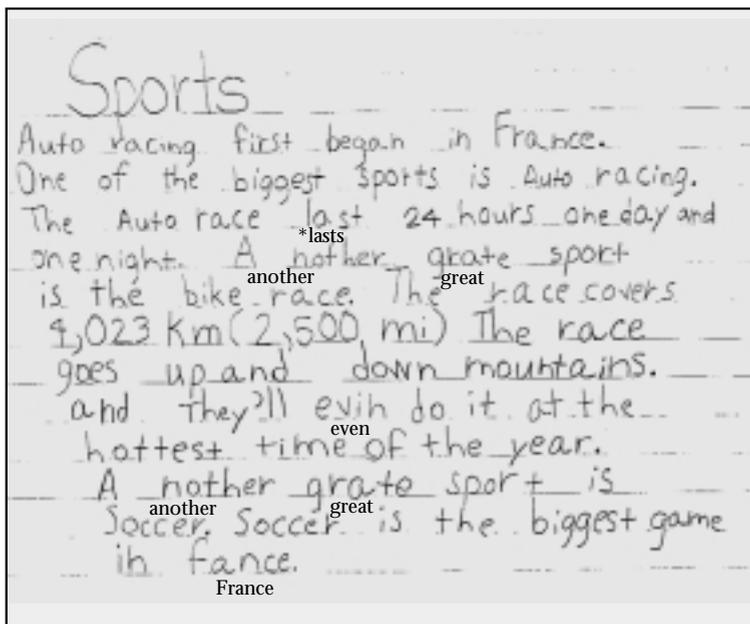
Writing Standard 3:

Language Use and Conventions

This piece is a simple, informational report on sports in France that meets the standard for Language Use and Conventions. The report itself does not meet the standard for Writing Purposes and Resulting Genres because it is a simple list, with one- or two-sentence elaborations for each sport and no conclusion.

Style and Syntax

The piece is made up almost entirely of simple sentences with subject and verb constructions. There does appear to be one compound sentence in the piece (the one that begins “The race goes up and down ...”), though Patricia uses a period rather than a comma to mark the end of the first clause. The first word after the period is not capitalized, whereas every other word following a period has been capitalized. It is reasonable, therefore, to infer that Patricia meant to write a compound sentence but did not use appropriate punctuation. The overall style of the piece, although somewhat choppy, is reflective of many pieces of informational text.



*Translation of phonetically spelled words

Vocabulary and Word Choice

Patricia uses vocabulary appropriate for the topic, and her word choice adequately conveys information to the reader. The translation of 4,023 kilometers to 2,500 miles is an example of one writer's attempt to be precise and convey data meaningfully.

Spelling

The spelling almost uniformly is correct. *Great* (“grate”), *even* (“evin”) and *another* (“A nother”) are misrepresented, but they are easily readable. In the last sentence, the last word is both a misspelling and a capitalization error.

Punctuation, Capitalization and Other Conventions

There are no other capitalization errors in this piece beyond the use of a capital A in “Auto race” — a logical error given that auto racing is the name of a specific sport. Patricia uses parentheses correctly and also punctuates a contraction correctly. There is end punctuation for each sentence except the one ending with a parenthesis.