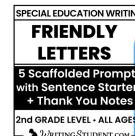
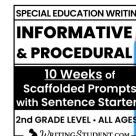
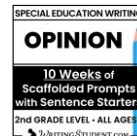
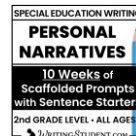
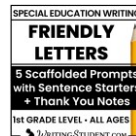
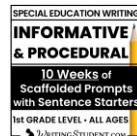
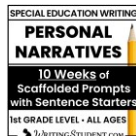
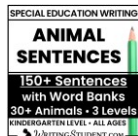
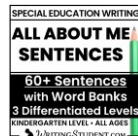


Special Education Writing Intervention – 2nd Grade

Conquer overwhelm with
ready-made tools that
make writing stress-free!

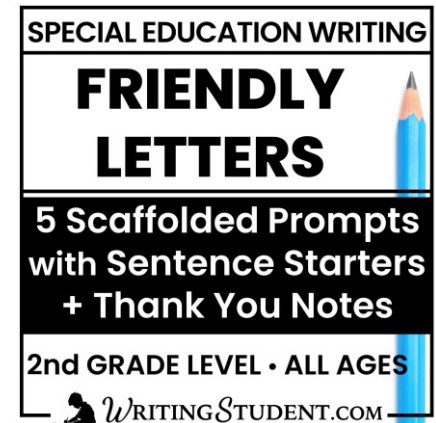
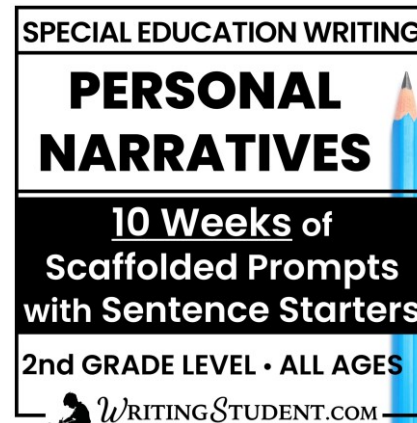
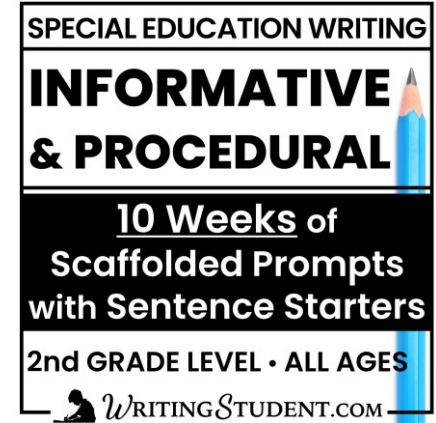
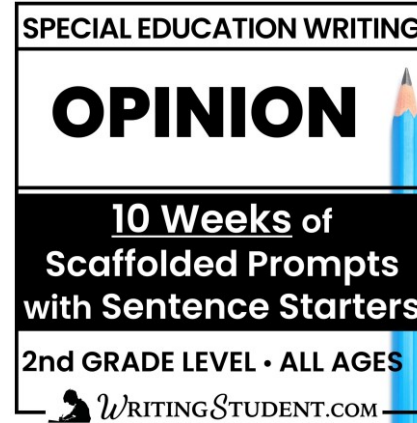


Scaffolded Writing Prompts

Teach topics in any order.

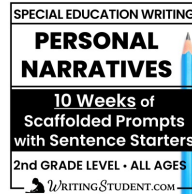
Prompts can be used any time during the year.

Support what is taught in general ed – match their schedule!



4 Standards-Based Genres

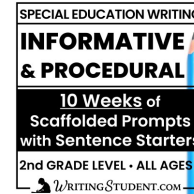
→ 1. Personal Narrative



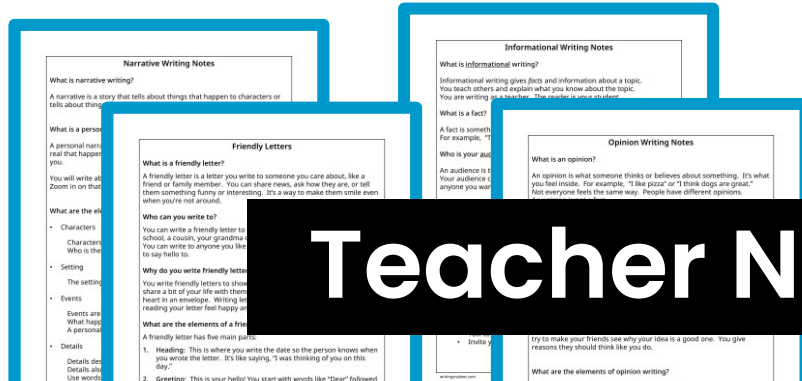
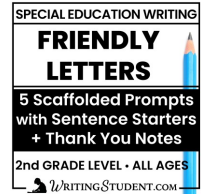
2. Opinion



3. Informational & Procedural (How-To)



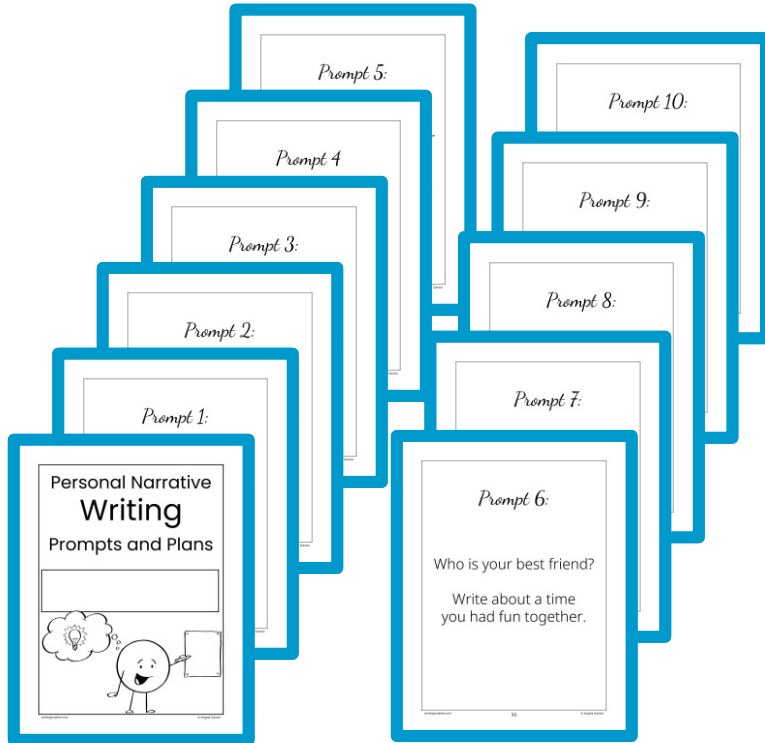
4. Friendly Letters & Thank You Notes



Teacher Notes for Each Genre

Personal Narrative

10 Weekly Prompts



Model 3:

Last weekend, my family and I
went to a restaurant called
Pancake Paradise for breakfast. It
was early in the morning, and the
sun was shining through the
windows.

I ordered blueberry pancakes,
and they tasted really sweet and
soft. My favorite part was adding

**A Model for
EVERY Prompt**

Carefully Scaffolded

STEP-BY-STEP Organizers with SENTENCE STARTERS for Each Prompt

Tell about a time you ...
did something you enjoyed on a weekend.

When did your story happen?

☐ One day ...	☐ On a ... day, ...	☐ It was a ... morning.
☐ Last weekend ...	☐ Yesterday, ...	☐ On Saturday ...
☐ One time ...	☐ The other day ...	☐ On Sunday ...

Where were you?

☐ I was ...	☐ I went ...	☐ We headed to ...
☐ We were ...	☐ We drove ...	

Who was with you?

☐ I was with ...	☐ My family and I	☐ (Person), and I were ...
---	--	---

Every sentence has
sentence starters to
choose from.

Tell about a time you ...
did something you enjoyed on a weekend.

What happened first?

☐ At first, ...	☐ It all started ...	☐ Let me tell you about ...
☐ To start, ...	☐ To begin with ...	☐ I was thinking ...
☐ I wanted to ...	☐ I decided to ...	

What happened next?

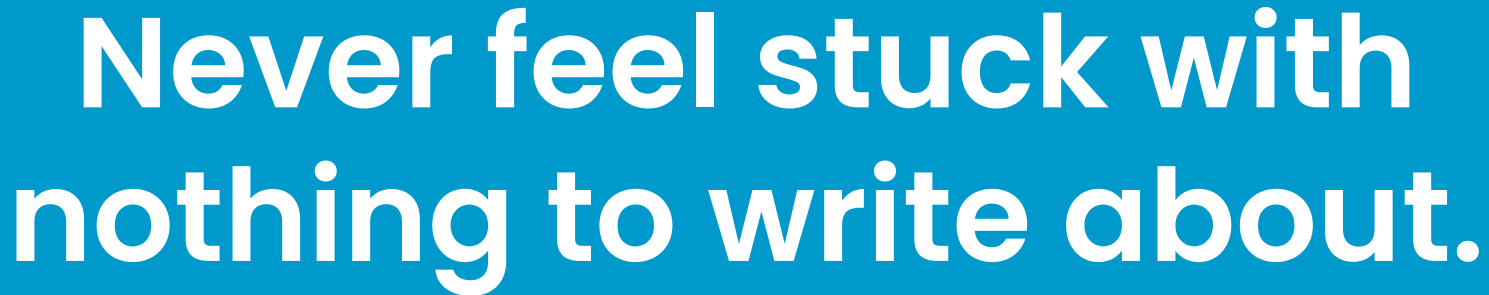
☐ Next, ...	☐ Before long, ...	☐ I started to ...
☐ Right after that, ...	☐ Soon after, ...	☐ I couldn't wait to ...
☐ After a while, ...	☐ Suddenly, ...	☐ I tried to ...

What happened then?

☐ Then, ...	☐ Meanwhile, ...	☐ The next thing I knew ...
☐ Later, ...	☐ As I was ...	☐ Out of nowhere, ...

Writing tasks are broken
into small steps. Take it
one sentence at a time.

Brainstorm Lists & Word Banks



Clear Expectations

Revising & Editing Checklists

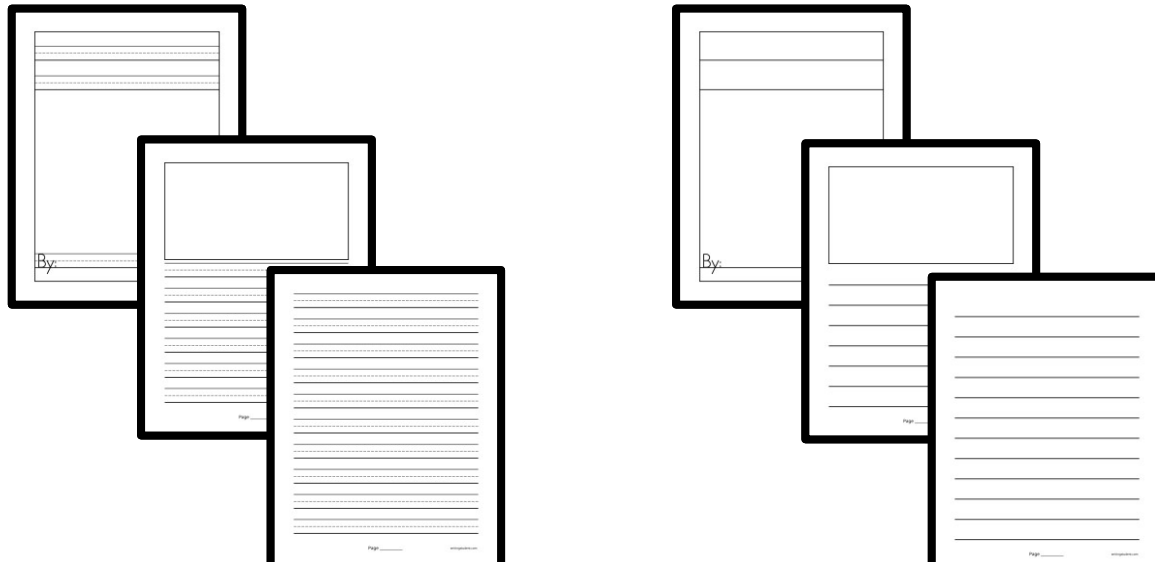
Personal Narrative Revising Checklist	Personal Narrative Editing Checklist	Personal Narrative Publishing Checklist
 Personal Narrative Revising Checklist Does my story have a beginning that tells the setting or event? ☐ Did I use words like "I, we, my" to tell my reader I was a character in the story? ☐ Does my story have a middle that tells what happened in order? ☐	Personal Narrative Editing Checklist ☐ Sentences start with a capital letter. ☐ The word "I" is capitalized. ☐ Names start with a capital. (and proper nouns) ☐ There are no capitals in the middle of words. ☐ Sentences end with punctuation. . ? ! ☐ There are spaces between words.	 Personal Narrative Publishing Checklist I have proofread my writing and corrected my mistakes. I have written a clean copy. I have illustrated my writing (with labels or captions). I have edited my writing (see last page for details).

Help students take ownership
of their writing.

Did I make my characters talk? ☐	to lowercase	
Did I use describing words and details	^ Add a word, phrase, or punctuation	○ Correct spelling

Leveled Writing Paper

for Publishing Final Drafts



**Find the perfect paper for every
writer in your classroom.**

Routines Build Confidence

Example Schedule

Example Schedule

Day 1

- Explain the **elements** of narrative writing (using the **teaching notes**).
- Introduce the **prompt** for the week.
- Read the **model** together. Point out each element in the model.
- **Brainstorm** what students can write about (using the brainstorm page).
- Have each student choose their topic from their brainstorm list.

Day 2

- Students **plan** their writing piece using the outline with **sentence starters**.

Day 3

- Students **revise** and **edit** their writing using the **checklists**.

Day 4

- Students transfer their piece to **writing paper**, creating a **final draft**.

Day 5

- Students **publish** their piece by adding a cover, illustrations, dedication, about the author, etc. (depending on the genre)

Repeat with a new prompt each week.

Day 1 Introduce the prompt & model, brainstorm & choose a topic

Day 2 Students plan with organized sentence starters

Day 3 Revise & edit using checklists

Day 4 Transfer plan to writing paper

Day 5 Publish by adding cover & illustrations, etc.

Collect Data

3 Tools to Assess & Report Progress

- **Progress Report Statements**
- **Rubrics**
- **Conference Record**

Independent Write Assessment for Data Collection

1. Opinion Prompt: Say to student, "Today you will write your opinion about a topic. You'll write how you feel about it. Then you will write how you think others will feel about it. Write for 5 minutes or 3 reasons to support your opinion."

"You won't need to make a cover or draw a picture. After you finish writing, you will have time to share your opinion."

Writing Progress Report Statement

Use the independent writing assessment to gather data and show progress. Choose a few of the following skills to focus on, or use this form to list skills your student is working on:

- ☐ Student wrote ___ sentences. His goal was to write ___ complete sentences.
- ☐ Student capitalized ___ of ___ sentences. (___ % of the time)
- ☐ Student put punctuation at the end of ___ of ___ sentences. (___ % of the time)

Personal Narrative Writing Rubric

Student _____ Date _____

Writing Piece _____

Score	Notes

Narrative has a setting and characters.

Writing Rubric

Grading Methods

Ant Scale	Approaching expectations	Meets expectations	Exceeds expectations

Writing Conference Record

Date	Strength	Teaching
	I like how you ...	Have you considered ...

Choose the one that fits your situation. Keep it simple.

Make Paperwork Easier

Writing Standards

2nd Grade Level Standards

Common Core State Standards

CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Texas Essential Knowledge and Skills

TEKS 2.12A Compose literary texts, including personal narratives and poetry

TEKS 2.2C Demonstrate and apply spelling knowledge . . .

TEKS 2.11D Edit drafts using standard English conventions . . .

Florida's B.E.S.T. Standards

FLA.2.C.1.2 Write personal or fictional narratives using a logical sequence of

CCSS.ELA-Literacy.L.2.2 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Tied to Standards

CCSS
TEKS
Florida's BEST

Present Level Examples

Example 1:

(Student) can write narrative stories that are (#) sentences long. Her story had a beginning, middle, and ending with temporal words to order events. She included details (action and feeling). Her illustrations match her story and have labels.

Example 2:

When given a prompt to write a personal narrative (or small moment) story, (Student) can independently write (#) sentences in about (#) minutes. His story was about (topic). He capitalized # of # sentences. He included ending punctuation # of # times. He put spaces between words and sounds out words to spell them phonetically. He spells some second grade words correctly, including "___" and "___". (Student) is making adequate/good progress toward his writing goal.

IEP Goal Examples

Example 1:

Given a writing prompt, (Student) will write a personal narrative with at least (#) sentences. He will tell about a true event and include details to describe

assessments.

writingstudent.com

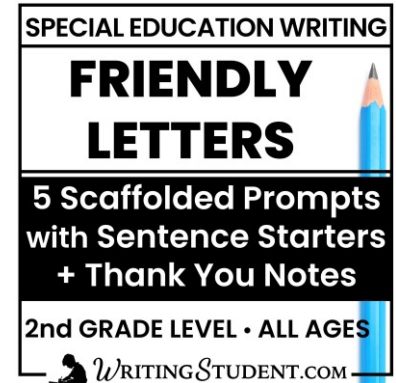
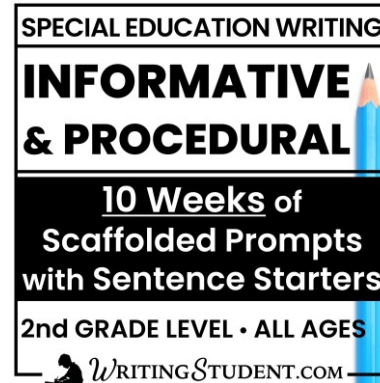
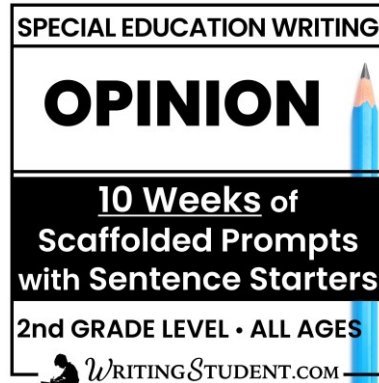
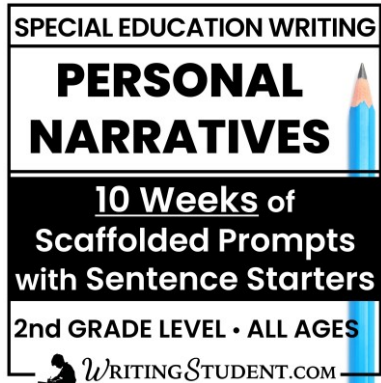
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IEP Goal & Present Level Ideas

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