

**Level C**  
(second grade)

As in **Levels A and B**, students are taught through drawing how to focus on a main idea. In **Level C**, it is taken to the next step. Students write descriptive sentences about each drawing. Students insert these sentences into a pre-written story frame. There are 45 lessons in which students are able to apply this process.

Students are also introduced to Expository writing. We refer to this as “**My Reasons Why**”®. During these 45 lessons, students apply critical thinking skills. They also learn how to incorporate appropriate transitional words for this style of writing.

During the next 90 lessons, students expand their vocabulary through the use of emotion words, figurative language and **Vivid Vocabulary**®. Students apply creative thinking, while learning how to incorporate the appropriate transitional words for narrative writing.

“**Teach Me Writing**” is a **Researched-Based Curriculum** that is consistent with the requirements of Title 1.

**Teacher Handbook includes:**

- over **180** days of lessons with instructions
- **black line master and transparencies** for each lesson
- blank Writing Rectangle format for teacher adaptation
- **narrative webs/transparencies and expository outline** for teacher implementation
- bulletin board word lists
- **standards, benchmarks and assessment**

My family has a lot of fun at the beach.

SAMPLE

First, we see \_\_\_\_\_.

Next, we hear \_\_\_\_\_.

Then, we \_\_\_\_\_.

and \_\_\_\_\_.

Last, we \_\_\_\_\_.

My family has a great time at the beach.

My family also has fun at the park.

SAMPLE

First, we see \_\_\_\_\_.

Next, we hear \_\_\_\_\_.

Then, we \_\_\_\_\_,

and \_\_\_\_\_.

Last, we \_\_\_\_\_.

My family has a wonderful time at the park.

My family enjoys the circus.

SAMPLE

First, we see \_\_\_\_\_.

Next, we hear \_\_\_\_\_.

Then, we \_\_\_\_\_,

and \_\_\_\_\_.

Last, we \_\_\_\_\_.

My family has a fantastic time at the circus.

## Family Fun

Families do a lot of things together. My family enjoys going to the beach, the park, and the circus. We have a lot of fun together.

My family has a lot of fun at the beach.

My family also has fun at the park.

Finally, my family enjoys the circus.

Having a good time with my family includes going to the beach, playing in the park, and watching a circus. We have a fantastic time together!

## My Reasons Why

Some elementary schools make children wear uniforms, while other schools let children wear whatever they want. I think our school should \_\_\_\_\_ because \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

The most important reason \_\_\_\_\_.

For example, \_\_\_\_\_.

That makes me feel \_\_\_\_\_.

Another reason is because \_\_\_\_\_.

For instance, \_\_\_\_\_.

It makes me feel \_\_\_\_\_.

My final reason is because \_\_\_\_\_.

As I recall, I read the other day \_\_\_\_\_.

In conclusion, I think our school should \_\_\_\_\_.

because \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

I \_\_\_\_\_ school uniforms!

# Expository Outline

## Explain Why:

### 1. Introduction

- A. Explanation
- B. State Reasons
  - 1.
  - 2.
  - 3.

### 2. Reason #1

- A. The most important reason is ...
- B. For example,
- C. That makes me feel

### 3. Reason #2

- A. Another reason is ...
- B. For instance,
- C. I feel

### 4. Reason #3

- A. My final reason is ...
- B. As I recall,
- C. Therefore, I feel

### 5. Conclusion

- A. Explanation
- B. State Reasons
  - 1.
  - 2.
  - 3.

Vocabulary Words: nervous skittish jittery

Most of the time I am very happy. Sometimes situations happen that make me nervous. There have been a few times that I shook in my boots.

Who?

Once, I shook like a leaf when \_\_\_\_\_

What?

When?

Where?

How?

Why?

My knees just turned to jello.

Who?

Another time, I got butterflies in my stomach when \_\_\_\_\_

What?

When?

Where?

How?

Why?

Who?

Finally, I was as skittish as a colt when \_\_\_\_\_

What?

When?

Where?

How?

Why?

All of these situations made me feel nervous.

Sometimes being nervous was a good feeling. Other times it was uncomfortable.



## The Beach

When my family and I first got to the beach, the air was cool. The wind was strong. The water was rough. The sun was not high enough to feel hot on my skin. We were all very excited about the upcoming day.

First we had to decide where to set up.

As the day warmed up, it felt good to play in the water.

We

After lunch,

Our day at the beach was fantastic. We can't wait until we can go again because my family knows there is always something exciting to do at the beach.

Narrative Topic: \_\_\_\_\_

Who?

What?

Where?

Who?

What?

Where?

Who?

What?

Where?

When?

Why?

How?

When?

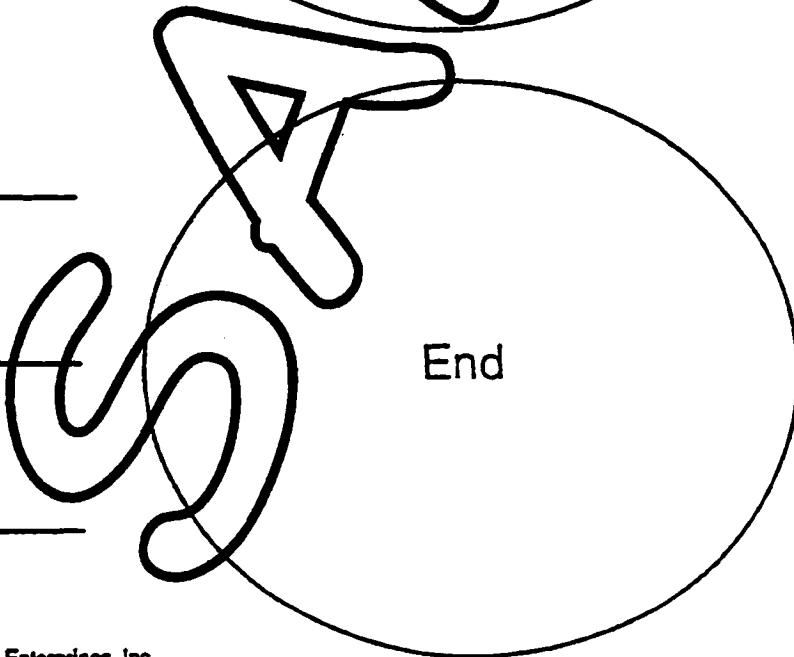
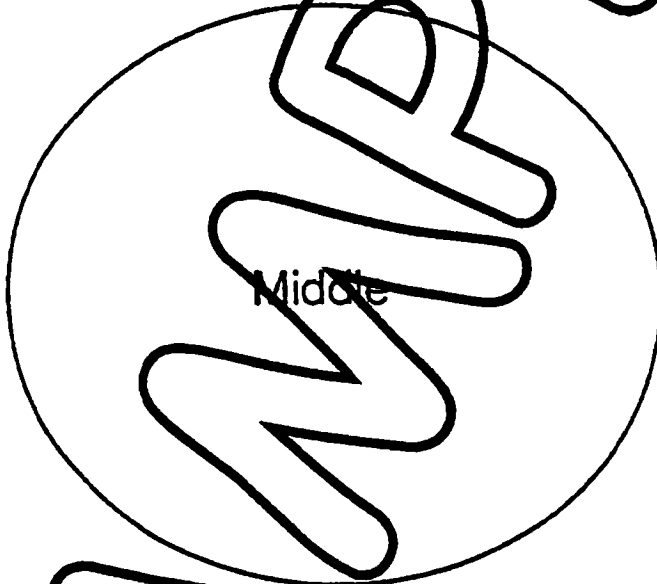
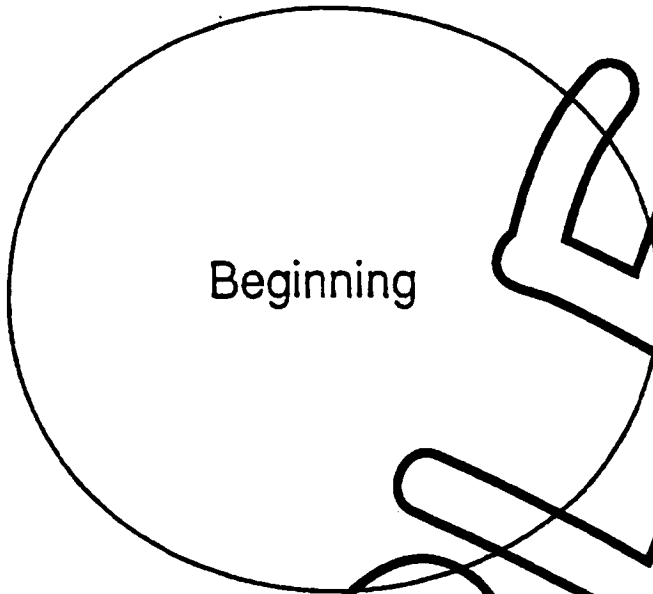
Why?

How?

When?

Why?

How?



## It's Not What It Seems

Vocabulary: clumsy clumsier accident

Some days I'm really clumsy. Other days I see people who are even clumsier than I am. People who are clumsy have a lot of accidents.

I'm all thumbs when \_\_\_\_\_

I'm as clumsy as an ox when \_\_\_\_\_

I feel like a bull in a china shop when \_\_\_\_\_

I trip over my own two feet when \_\_\_\_\_

All of these situations make me feel clumsy. I sure can cause a lot of accidents!

## Standards (Pre-K-2)

The student uses writing processes effectively.

The student makes a plan for writing that includes a central idea and related topics.

The student drafts and revises simple sentences and passages, stories and simple explanations that

- express ideas clearly;
- show an awareness of topic and audience;
- have a beginning, middle, and ending;
- effectively use common words;
- have supporting detail; and
- are in legible print.

The student produces final simple documents that have been edited for

- correct spelling;
- appropriate end punctuation;
- correct capitalization of initial words, "I," and names of people;
- correct sentence structure.

The student writes to communicate ideas and information effectively.

The student writes questions and observations about familiar topics, stories, or new experiences.

The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

The student understands the nature of language; recognizes basic functions of language such as asking questions, expressing oneself, describing objects or experiences, and explaining.

The student understands the power of language and uses developmental/inventive spelling, pictures/drawings to represent words and ideas.

The student will write informal friendly letters, personal stories using descriptive words.

The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. (Descriptive, Personal, Procedural, Narrative, Fiction, Non-Fiction, Informative)

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.