



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 2

Content Area and/or Course Title: Writing

Unit Title	Time/Term	Focus Standards and Unit Outcomes
<p>Launching the Writing Workshop</p>	<p>3 weeks</p>	<p>W.2.1. - Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2. - Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL.2.1. - Students participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.4. - Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>SL.2.5. - Students create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.1f. - Students produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2a. - Students capitalize holidays, product names, and geographic names.</p> <p>RF.2.3a. - Students distinguish long and short vowels when reading regularly spelled one-syllable words</p>
<p>Personal Narratives</p>	<p>4 weeks</p>	<p>W.2.3. - Students 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.</p>

		<p>W.2.5. - With guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.1. - Students participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.4. - Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>SL.2.6. - Students produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1f. - Students produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>RF.2.3a. - Students distinguish long and short vowels when reading regularly spelled one-syllable words</p>
Mentor Text	5 weeks	<p>W.2.1. - Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2. - Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3. - Students 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.</p> <p>W.2.5. - With guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8. - Students recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. - Students participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.2.1d. - Students form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</p> <p>L.2.1f. - Students produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>RF.2.3a. - Students distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p>RF.2.3c. - Students decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3d. - Students decode words with common prefixes and suffixes.</p>

<p>Nonfiction Description</p>	<p>4 weeks</p>	<p>W.2.2. - Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.6. - With guidance and support from adults, students use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. - Students participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. - Students recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1f. - Students produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.5. - Students demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6. - Students use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>RF.2.3. - Students know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Opinion Writing</p>	<p>3 weeks</p>	<p>W.2.1. - Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>SL.2.2. - Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4. - Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>L.2.1f. - Students produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.3. - Students use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>RF.2.3e. - Students identify words with inconsistent but common spelling-sound correspondences</p>
<p>Nonfiction Again Sequencing & Order</p>	<p>4 weeks</p>	<p>W.2.2. - Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5. - With guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.</p>

		<p>W.2.7. - Students participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. - Students recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1f. - Students produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>RF.2.3e. - Students identify words with inconsistent but common spelling-sound correspondences</p>
Narrative Revisited	8 weeks	<p>W.2.3. - Students 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.</p> <p>W.2.5. - With guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7. - Students participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>L.2.1e. - Students use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>RF.2.3e. - Students identify words with inconsistent but common spelling-sound correspondences</p>
Wrap Up	2 weeks	<p>W.2.1. - Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2. - Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL.2.1. - Students participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2. - Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>