

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Writing

Course Length: Full Year

Grade: 2nd

Date Last Approved: April 13, 2016; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

In second grade, students use the writing process to become independent writers. Students learn to write for different purposes or audiences and in various forms including creative, expository nonfiction, opinion writing, poetry, and friendly letters. Students will be expected to use word skills to show understanding of correct spelling and grammar. Writing will be used to clearly communicate thinking. Students will have the opportunity to share their work through written, oral and visual communication opportunities.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):

1. Writing expands understanding of the world, people and oneself.
2. Effective writers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.
8. Writing across content areas strengthens the knowledge base of each area.

Essential Question(s):

1. How do writers generate ideas?
2. How do writers express their thoughts and feelings?
3. How does audience and purpose influence the format of my writing?
4. What is the purpose of applying correct grammar and mechanics to writing?
5. In what ways are ideas effectively communicated?
6. How do writers revise and edit their writing?
7. How do writers use feedback from others to improve their feedback?
8. How do writers publish and share their writing?

Learning Targets:

3. Students can create written work for a variety of tasks, purposes, and audiences. (Product) (W)
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading S=Speaking
W=Writing L=Listening

Stage 2: Learning Plan

I. Narrative Writing

- A. Definition: A written story including actual events
- B. How to write effectively:
- a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
- a. graphic organizers
 - b. notes
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards:

CCSS: 2.W.3, 2.W.5, 2.W.6, 2.W.5, 2.W.6

CCRA: W.3, W.4, W.5, W.10

Learning Targets Addressed:

3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> • Develop understanding of narrative
Formative	knowledge reasoning product	<ul style="list-style-type: none"> • Brainstorming • Graphic organizers • Informal conferences • Drafts • Peer editing
Summative	Product	<ul style="list-style-type: none"> • Focus: a narrative piece that recounts an event that includes a topic sentence, supporting sentences, and a closing sentence.

II. Expository Nonfiction (or informational writing)

- A. Definition: Writing used to explain or describe something that is factual
- B. How to write effectively:
- a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
- a. graphic organizers
 - b. notes
 - c. outlines
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards:

CCSS: 2.W.5, 2.W.6, 2.W.5, 2.W.6, 2.W.7, 2.W.8

CCRA: W.2, W.3, W.4, W.5, W.6, W.7

Learning Targets Addressed:

3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
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	Practice	knowledge	<ul style="list-style-type: none"> develop understanding of nonfiction elements develop understanding of proper language and grammar
	Formative	knowledge Reasoning product	<ul style="list-style-type: none"> Brainstorming Graphic organizers Informal conferences
	Summative	product	<ul style="list-style-type: none"> Focus: a research based piece that includes: a topic sentence, facts to support the topic and a concluding statement.

III. Opinion Writing

A. Definition: Writing that establishes a supported position on a topic

B. How to write effectively:

- teacher modeling
- classroom discussions
- mentor texts
- partner talk

C. What tools can help us write:

- graphic organizers
- notes
- writing samples
- peer edits

D. Student application and reflection

Standards:
CCSS: 2.W.1, 2.W.5, 2.W.6
CCRA: W.1 W.4, W.5, W.7, W.10
Learning Targets Addressed:

- Students can create written work for a variety of tasks, purposes, and audiences.
- Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- Students can organize and communicate ideas to others.

Key Unit Resources
<ul style="list-style-type: none"> Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> develop knowledge of what an opinion is develop understanding of fact vs. opinion
Formative	knowledge reasoning product	<ul style="list-style-type: none"> brainstorming graphic organizers informal conferences
Summative	product	<ul style="list-style-type: none"> Focus: an opinion piece that includes a topic sentence, reasons that support the opinion, use linking words (because, and, also) to connect opinions and reasons and provide a concluding statement.

IV. Poetry

A. Definition: Writing that uses

Standards:
CCSS: 2.L.1, 2.L.3, 2.L.5, 2.L.6
CCRA: W.4, W.5, W.10, L.5, SL.6

aesthetic and rhythmic qualities of language

- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. graphic organizers
 - b. notes
 - c. writing samples
 - d. peer edits
- D. Student application and reflection

Learning Targets Addressed:

- 3. Students can create written work for a variety of tasks, purposes, and audiences.
- 4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
- 5. Students can organize and communicate ideas to others.

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">• develop understanding of each writing genre• develop understanding of proper language and grammar
Formative	knowledge reasoning product	<ul style="list-style-type: none">• brainstorming• graphic organizers• informal conferences• drafts
Summative	product	<ul style="list-style-type: none">• Focus: Write a variety of different kinds of poetry

V. Letter Writing

- A. Definition: Writing that requires explanation or direction
- B. How to write effectively:
 - a. teacher modeling
 - b. classroom discussions
 - c. mentor texts
 - d. partner talk
- C. What tools can help us write:
 - a. graphic organizers
 - b. notes
 - c. outlines
 - d. writing samples
 - e. peer edits
- D. Student application and reflection

Standards:

CCSS: 2.L.1, 2.L.2, 2.L.3, 2.L.4, 2.L.5, 2.L.6

CCRA: W.4, W.5, W.10, L.6

Learning Targets Addressed:

- 3. Students can create written work for a variety of tasks, purposes, and audiences.
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Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">• develop understanding of letter writing• develop understanding of proper language and grammar
Formative	knowledge	<ul style="list-style-type: none">• brainstorming

	reasoning product	<ul style="list-style-type: none"> • graphic organizers • note cards • informal conferences • drafts
	Summative product	<ul style="list-style-type: none"> • Focus: Write a friendly letter for an authentic purpose.

<p>VI. Grammar</p> <p>A. Definition: The study of English language structures</p> <p>B. How to use Grammar effectively</p> <ol style="list-style-type: none"> teacher modeling classroom discussions mentor texts daily practice <p>C. What tools can help us write:</p> <ol style="list-style-type: none"> daily lesson materials Word Wall Words practice (provided by teacher) writing samples peer edits <p>D. Student application and reflection</p>	<p>Standards: CCSS:2.W.1, 2.W.2, 2.W.3, 2.L.1, 2.L.2, 2.L.3, 2.L.4, 2.L.5, 2.L.6 CCRA: L.1, L.2, L.3</p> <p>Learning Targets Addressed: 4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.</p> <table border="1" data-bbox="636 835 1539 961"> <tr> <td colspan="2">Key Unit Resources</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • Being a Writer implemented via the workshop model </td> </tr> </table> <p>Assessment Map:</p> <table border="1" data-bbox="636 1033 1539 1591"> <thead> <tr> <th>Type</th> <th>Level</th> <th>Assessment Detail</th> </tr> </thead> <tbody> <tr> <td>Practice</td> <td>knowledge</td> <td> <ul style="list-style-type: none"> • develop understanding of each convention • develop understanding of proper language and usage </td> </tr> <tr> <td>Formative</td> <td>knowledge reasoning product</td> <td> <ul style="list-style-type: none"> • daily lessons • journal assessments • informal conferences • drafts </td> </tr> <tr> <td>Summative</td> <td>product</td> <td> <ul style="list-style-type: none"> • Focus: Assessment of conventions within student writing, parts of speech, sentence structure and punctuation. Unit assessments through Being a Writer Skills. </td> </tr> </tbody> </table>	Key Unit Resources		<ul style="list-style-type: none"> • Being a Writer implemented via the workshop model 		Type	Level	Assessment Detail	Practice	knowledge	<ul style="list-style-type: none"> • develop understanding of each convention • develop understanding of proper language and usage 	Formative	knowledge reasoning product	<ul style="list-style-type: none"> • daily lessons • journal assessments • informal conferences • drafts 	Summative	product	<ul style="list-style-type: none"> • Focus: Assessment of conventions within student writing, parts of speech, sentence structure and punctuation. Unit assessments through Being a Writer Skills.
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