

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Second Grade Writing**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>LEARNING TARGETS</b> Students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues  Unit 1: Launching with Nonfiction  <i>September/October</i>	<ul style="list-style-type: none"> <li>• I can write an informational piece.</li> <li>• I can introduce a topic.</li> <li>• I can use facts to develop points about my topic.</li> <li>• I can definitions to develop points about my topic.</li> <li>• I can write a conclusion.</li> <li>• I can research and write with my teacher and classmates (e.g., read a number of books on a single topic to produce a report; record science observations).</li> </ul>	W.2.2 W.2.7	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website  Conferring  Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues  Unit 2: Authors as Mentors  <i>October/November</i>	<ul style="list-style-type: none"> <li>• I can write a small moment (personal narrative).</li> <li>• I can give details to describe actions, thoughts, and feelings.</li> <li>• I can use time words to show event order (e.g., sunrise, noon, evening).</li> <li>• I can write an ending that wraps up my story.</li> </ul>	W.2.3	Conferring  Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues  Unit 4: Expert Projects: Informational Writing  <i>November/December</i>	<ul style="list-style-type: none"> <li>• I can write an informational piece.</li> <li>• I can introduce a topic.</li> <li>• I can use facts to develop points about my topic.</li> <li>• I can definitions to develop points about my topic.</li> <li>• I can write a conclusion.</li> <li>• I can research and write with my teacher and classmates (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>• I can remember information from experiences and find information from resources to answer a question.</li> </ul>	W.2.2 W.2.7 W.2.8	Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website  Conferring  Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 3: Writing and Revising Realistic Fiction</p> <p><i>January</i></p>	<ul style="list-style-type: none"> <li>• I can write a small moment (personal narrative).</li> <li>• I can give details to describe actions, thoughts, and feelings.</li> <li>• I can use time words to show event order (e.g., sunrise, noon, evening).</li> <li>• I can write an ending that wraps up my story.</li> </ul>	<p>W.2.3</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 10 (integrated from reading): Poetry: Powerful Thoughts in Tiny Packages</p> <p><i>February</i></p>	<ul style="list-style-type: none"> <li>• I can read, understand, and write poetry at the second grade text level.</li> </ul>	<p>RL.2.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 5: Opinion Writing: Persuasive Reviews</p> <p><i>February/March</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic or book I am writing about.</li> <li>• I can state an opinion that shows what I believe about the topic or book.</li> <li>• I can give reasons that support my opinion.</li> <li>• I can use linking words (e.g., because, and, also) to connect opinion and reasons.</li> <li>• I can write a conclusion.</li> <li>• I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults.</li> </ul>	<p>W.2.2 W.2.5</p>	<p>Pre- and Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 6: Writing Gripping Stories with Meaning and Significance</p> <p><i>April</i></p>	<ul style="list-style-type: none"> <li>• I can write a small moment (personal narrative).</li> <li>• I can give details to describe actions, thoughts, and feelings.</li> <li>• I can use time words to show event order (e.g., sunrise, noon, evening).</li> <li>• I can write an ending that wraps up my story.</li> <li>• I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults.</li> </ul>	<p>W.2.3 W.2.5</p>	<p>Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 2 by Lucy Calkins and Colleagues</p> <p>Unit 9: Informational Writing about Science</p> <p><i>May/June</i></p>	<ul style="list-style-type: none"> <li>• I can write an informational piece.</li> <li>• I can introduce a topic.</li> <li>• I can use facts to develop points about my topic.</li> <li>• I can definitions to develop points about my topic.</li> <li>• I can write a conclusion.</li> <li>• I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults.</li> <li>• I can research and write with my teacher and classmates (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>• I can remember information from experiences and find information from resources to answer a question.</li> </ul>	<p>W.2.2 W.2.5 W.2.7 W.2.8</p>	<p>Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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