

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Second Grade Writing

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS 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"> • I can write an informational piece. • I can introduce a topic. • I can use facts to develop points about my topic. • I can definitions to develop points about my topic. • I can write a conclusion. • 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). 	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"> • I can write a small moment (personal narrative). • I can give details to describe actions, thoughts, and feelings. • I can use time words to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. 	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"> • I can write an informational piece. • I can introduce a topic. • I can use facts to develop points about my topic. • I can definitions to develop points about my topic. • I can write a conclusion. • 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). • I can remember information from experiences and find information from resources to answer a question. 	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"> • I can write a small moment (personal narrative). • I can give details to describe actions, thoughts, and feelings. • I can use time words to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. 	<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"> • I can read, understand, and write poetry at the second grade text level. 	<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"> • I can introduce a topic or book I am writing about. • I can state an opinion that shows what I believe about the topic or book. • I can give reasons that support my opinion. • I can use linking words (e.g., because, and, also) to connect opinion and reasons. • I can write a conclusion. • I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults. 	<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"> • I can write a small moment (personal narrative). • I can give details to describe actions, thoughts, and feelings. • I can use time words to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults. 	<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"> • I can write an informational piece. • I can introduce a topic. • I can use facts to develop points about my topic. • I can definitions to develop points about my topic. • I can write a conclusion. • I can revise and edit to focus on a topic and strengthen my writing, with help from classmates and adults. • 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). • I can remember information from experiences and find information from resources to answer a question. 	<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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