

Curriculum Map

Course Title: English Language Arts

Grade: 2nd

Unit (Name/Number): Writing	Pacing: Year Long
Essential Question(s): What makes clear and effective writing? Why do writers write? Who is the audience? What will work best for the audience? Where can one find information to answer questions?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<p>Informative/Explanatory</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> ● Create a picture about a particular nonfiction topic and write about it. ● Use common spelling patterns, phonemic awareness, and spelling conventions when writing. <p>Identify and introduce the topic.</p> <ul style="list-style-type: none"> ● Respond to writing prompts on a specific topic. ● Choose a specific topic to write about. ● Write an introductory sentence. <p>Develop the topic with facts and/or definitions.</p> <ul style="list-style-type: none"> ● Brainstorm main ideas on a chosen topic. (e.g., topic—bats, ideas—helpful, mammal, scary) ● Choose a main idea to focus writing on topic. ● Generate relevant details that support the chosen topic. ● Include facts and definitions in writing. 	<p><u>Common Core</u> W.2.2</p> <p><u>PA Core Standards</u> CC.1.4.2.A</p> <p><u>Common Core</u> W.2.2</p> <p><u>PA Core Standards</u> CC1.4.2.B</p> <p><u>Common Core</u> W.2.2</p> <p><u>PA Core Standards</u> CC.1.4.2.C</p>	<ul style="list-style-type: none"> ● topic ● introductory sentence ● conclusion sentence ● details ● graphic organizer ● proper nouns ● commas ● apostrophe ● grammar ● conventions ● rubric ● fact ● opinion ● sequence ● transition words ● vivid and precise language 	<p>Graphic Organizers</p> <p>Informative/Explanatory Mentor Texts</p> <p>Opinion Mentor Texts</p> <p>Narrative Mentor Texts</p> <p>Framing Your Thoughts</p> <p>Writing Handbook (RCC)</p> <p>SAS assessments and resources</p>	<p><u>Assessment Options</u></p> <p>Teacher created prompts</p> <p><u>Required Assessments:</u></p> <p>District writing prompts</p>

<p>Group information and provide a concluding statement or section.</p> <ul style="list-style-type: none"> ● Use graphic organizers to logically organize and group information. ● Logically organize and group information when writing ● Include an ending sentence. <p>Choose words and phrases for effect.</p> <ul style="list-style-type: none"> ● Use vivid and precise language <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize proper nouns. ● Use commas and apostrophes appropriately. ● Spell words, using common spelling patterns. ● Consult reference material as needed. <p>Opinion/Argumentative</p> <p>Write opinion pieces on familiar topics or tests.</p> <ul style="list-style-type: none"> ● Participate in discussions about fact and opinion. ● Generate an opinion and write about it. ● Use common spelling patterns, phonemic awareness, and spelling conventions when writing. 	<p><u>Common Core</u> W.2.2 <u>PA Core</u> <u>Standards</u> CC.1.4.2.D</p> <p><u>Common Core</u> W.2.2 <u>PA Core</u> <u>Standards</u> CC.1.4.2.E</p> <p><u>Common Core</u> W.2.2 L.2.2 <u>PA Core</u> <u>Standards</u> CC.1.4.2.F</p> <p><u>Common Core</u> W.2.1 <u>PA Core</u> <u>Standards</u> CC.1.4.2.G</p>			
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<p>Identify the topic and state an opinion.</p> <ul style="list-style-type: none"> Choose topic. State an opinion <p>Support the opinion with reasons that include details connected to the opinion.</p> <ul style="list-style-type: none"> Participate in discussions supporting opinions. Generate relevant reasons that support the opinion. <p>Create an organizational structure that includes reasons and a concluding statement.</p> <ul style="list-style-type: none"> Use graphic organizers to logically organize and group information. Logically organize and group reasons when writing. Include an ending sentence <p>Use a variety of words and phrases to appeal to the audience.</p> <ul style="list-style-type: none"> Identify audience for opinion piece. Use vivid and precise language. <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> Capitalize proper nouns. Use commas and apostrophes appropriately. 	<p><u>Common Core</u> W.2.1 <u>PA Core</u> <u>Standards</u> CC.1.4.2.H</p> <p><u>Common Core</u> W.2.1 <u>PA Core</u> <u>Standards</u> CC.1.4.2.I</p> <p><u>Common Core</u> W.2.1 <u>PA Core</u> <u>Standards</u> CC.1.4.2.J</p> <p><u>Common Core</u> W.2.1 L.2.2 <u>PA Core</u> <u>Standards</u> CC.1.4.2.K</p> <p><u>Common Core</u> W.2.1 <u>PA Core</u> <u>Standards</u> CC.1.4.2.L</p>			
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<ul style="list-style-type: none"> ● Spell words, drawing on common spelling patterns. ● Consult reference material as needed. <p>Narrative Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> ● Write about a real or imagined experience or event. ● Use common spelling patterns, phonemic awareness, and spelling conventions when writing. <p>Establish a situation and introduce a narrator and/or characters.</p> <ul style="list-style-type: none"> ● Generate ideas for writing. ● Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about. ● Understand that “what” a story will be about refers to the sequenced events that happen to the references “who.” ● Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story <p>Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <ul style="list-style-type: none"> ● Participate in discussions related to characters’ responses to experiences and events ● Include thoughts and feelings 	<p><u>Common Core</u> W.2.3 <u>PA Core</u> <u>Standards</u> CC.1.4.2.M</p> <p><u>Common Core</u> W.2.3 <u>PA Core</u> <u>Standards</u> CC.1.4.2.N</p> <p><u>Common Core</u> W.2.3 <u>PA Core</u> <u>Standards</u> CC.1.4.2.O</p>			
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<p>related to characters' responses to experiences and events.</p> <p>Organize a short sequence of events, using temporal words to signal event order and provide a sense of closure.</p> <ul style="list-style-type: none"> • Understand stories can be told about a single event or several loosely linked events. • Understand that a single event is made up of a series of smaller events that are in a sequence. (e.g., first, next, last, before) • Sequence two or more events using temporal words. • End with a closing sentence. <p>Choose words and phrases for effect.</p> <ul style="list-style-type: none"> • Use vivid and precise language <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words, drawing on common spelling patterns. • Consult reference material as needed. 	<p><u>Common Core</u> W.2.3 <u>PA Core</u> <u>Standards</u> CC.1.4.2.P</p> <p><u>Common Core</u> W.2.3 L.2.2 <u>PA Core</u> <u>Standards</u> CC.1.4.2.Q</p> <p><u>Common Core</u> W.2.3 <u>PA Core</u> <u>Standards</u> CC.1.4.2.R</p>			
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<p>Production and Distribution of Writing With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <ul style="list-style-type: none"> • Understand that drawings and dictation convey meaning to an audience. • Understand writing may have to be changed to make meaning more clear. • Share work with others. • Participate in discussions about their work. • When prompted make changes to work based on feedback. • Respond to questions and suggestions from peers. • Add details to strengthen writing as needed. 	<p><u>Common Core</u> W.2.5 <u>PA Core</u> <u>Standards</u> CC.1.4.2</p>			
<p>Technology and Publication With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <ul style="list-style-type: none"> • Use a variety of digital tools to produce and publish writing. 	<p><u>Common Core</u> W.2.6 <u>PA Core</u> <u>Standards</u> CC.1.4.2.U</p>			
<p>Conducting Research Participate in individual or shared research and writing projects.</p> <ul style="list-style-type: none"> • Ask adults or peers for explanations or information using why, how, where, and when. (e.g., “Why do leaves turn color?” “Why does Jamal like pizza?”) • Use a variety of resources with 	<p><u>Common Core</u> W.2.7 <u>PA Core</u> <u>Standards</u> CC.1.4.2.V</p>			

<p>teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information.</p> <p>Credibility, Reliability, and Validity of Sources Recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> • Respond to prompts which require reference to prior experiences. • Relate prior experiences in learning to a current topic. • Recall information from experiences. • Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information <p>Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> • Engage in writing opportunities including journaling. • Revisit previous work • Respond to writing prompts • Choose to write independently during play. 	<p><u>Common Core</u> W.2.8 <u>PA Core Standards</u> CC.1.4.2.W</p> <p><u>Common Core</u> <u>PA Core Standards</u> CC.1.4.2.X</p>			
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