



Diocese of Greensburg Curriculum
Writing Grade 2

Unit	Standards	Content	Skills
<p>Writing Process</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 2</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.2.4. (Begins in grade 3)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • Writing process • Grammar • Mechanics • Word choice • Audience • Organization • Editing marks • Dictionary skills • Note booking skills • Modeling of expected practices i.e. peer revision 	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> • Apply the steps of the writing process while working on a sample writing piece • Brainstorm/prewrite(determine purpose and goals, organize thoughts and ideas) • Draft (create a rough draft)) • Self-edit and peer edit with rubric (correct for grammar and conventions) • revise (correct errors or problems) • publish (share final copy) • Incorporate figurative language • Identify types of writing • Vary sentence format

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	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>PA: Learning Standards for Early Childhood K-2 (2016)</p> <p>PA: Grade 2</p> <hr/> <p>Language and Literacy Development</p> <p>1.4 Writing</p> <p>T. Production and Distribution of Writing – Writing Process</p> <p>1.4 2.T With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing</p> <p>U. Technology and Publication</p> <p>1.4 2.U With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>X. Range of Writing</p> <p>1.4 2.X 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> <p>© Copyright 2010. National Governors Association Center for Best Practices and</p>		

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<p>Respond To Text</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 2</p> <hr/> <p>Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <hr/> <p>PA: Learning Standards for Early Childhood K-2 (2016) PA: Grade 2</p> <hr/> <p>Language and Literacy Development 1.4 Writing</p> <p>W. Credibility, Reliability, and Validity of Sources 1.4 2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Response writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Writing for the Audience • Organization of written work • Purpose of the particular writing 	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> • Write a response to selected text • Restate the question • Stay on topic • Write for your audience • Use details to support written work • Compare/contrast a topic • Use cause and effect if applicable • Use data and text references to enhance the writing • Use precise vocabulary • Vary sentence format • Edit for grammar and conventions (self-edit to rubric) • Revise work based on editing

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<p>Narrative</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 2</p> <hr/> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.2.3. 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>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.2.4. (Begins in grade 3)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>PA: Learning Standards for Early Childhood K-2 (2016) PA: Grade 2</p> <hr/> <p>Language and Literacy Development</p>	<ul style="list-style-type: none"> • Narrative writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Audience • Organization 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a narrative piece • Keep information and ideas relevant to topic • Write a clear introduction and conclusion • Write to get the attention of the audience • Edit for grammar and conventions • Self edit and peer edit with rubric • Revise work based on editing • Vary sentence format • Introduce and incorporate figurative language

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	<p>1.4 Writing</p> <p>M. Narrative 1.4 2.M Write narratives to develop real or imagined experiences or events.</p> <p>N. Narrative – Focus 1.4 2.N Establish a situation and introduce a narrator and/ or characters.</p> <p>O. Narrative – Content 1.4 2.O Include thoughts and feelings to describe experiences and events to show the responses of characters to situations.</p> <p>P. Narrative – Organization 1.4 2.P Organize a short sequence of events, using temporal words to signal event order and provide some sense of closure.</p> <p>Q. Narrative – Style 1.4 2.Q Choose words and phrases for effect.</p> <p>R. Narrative – Conventions of Language 1.4 2.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Expository (Informative/Explanatory)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 2 Writing</p>	<ul style="list-style-type: none"> • Expository writing • Writing Mechanics • Conventions of standard 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write an informative/explanatory piece • Keep information and ideas relevant to topic

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	<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.2.2. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>PA: Learning Standards for Early Childhood K-2 (2016) PA: Grade 2</p> <hr/> <p>Language and Literacy Development 1.4 Writing</p> <p>A. Informative/ Explanatory 1.4 2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly</p> <p>B. Informative/ Explanatory – Focus 1.4 2.B Identify and introduce the topic.</p> <p>C. Informative/ Explanatory – Content 1.4 2.C Develop the topic with facts and/or definitions.</p>	<p>English Grammar</p> <ul style="list-style-type: none"> • Word choice • Voice • Transitions • Audience • Organization • Purpose 	<ul style="list-style-type: none"> • Make logical transitions/order • Write clear introduction and conclusion • Write to get the attention of the audience • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Compare and contrast • Use text reference

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	<p>D. Informative/ Explanatory – Organization 1.4 2.D Group information and provide a concluding statement or section.</p> <p>E. Informative/ Explanatory – Style 1.4 2.E Choose words and phrases for effect.</p> <p>F. Informative/ Explanatory – Conventions of Language 1.4 2.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Persuasive (Opinion)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 2</p> <hr/> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.2.1. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Persuasive writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose 	<p>With teacher guidance, the students will be able to:</p> <ul style="list-style-type: none"> • Create a persuasive writing piece • Keep information and ideas relevant to topic • Make logical transitions/order • Write introduction and conclusion • Write to get the attention of the audience • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Establish a purpose for writing • Draw on personal experience • Support opinion with text evidence

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	<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.2.5. 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>Language</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>PA: Learning Standards for Early Childhood K-2 (2016)</p>		

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	<p>PA: Grade K</p> <hr/> <p>Language and Literacy Development</p> <p>1.4 Writing</p> <p>G. Opinion/Argumentative 1.4 K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p> <p>H. Opinion/Argumentative–Focus 1.4 K.H Form an opinion by choosing between two given topics.</p> <p>I. Opinion/Argumentative–Content 1.4 K.I Support the opinion with reasons.</p> <p>J. Opinion/Argumentative–Orientation 1.4 K.J Make logical connections between drawing and writing.</p> <p>L. Opinion/Argumentative–Conventions of Language 1.4 K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Research</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <hr/> <p>CCSS: Grade 2</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • Research writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Transitions • Audience • Organization 	<p>With teacher guidance, students will be able to:</p> <ul style="list-style-type: none"> • Gather information from grade level appropriate resources • Establish a purpose for writing • Participate in a research writing project • Use a graphic organizer • Use time order words if appropriate

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	<p>W.2.2. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.2.7. 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>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>PA: Learning Standards for Early Childhood K-2 (2016) PA: Grade 2</p>	<ul style="list-style-type: none"> Purpose 	<ul style="list-style-type: none"> Include a topic sentence and conclusion Edit for grammar and usage

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	<p>Language and Literacy Development</p> <p>1.4 Writing</p> <p>V. Conducting Research 1.4 2.V Participate in individual or shared research and writing projects.</p> <p>W. Credibility, Reliability, and Validity of Sources 1.4 2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

