

2013-2014 Curriculum Pacing Guide-Second Grade- Writing

**THE STRATEGIES ARE NATURALLY INTERWOVEN THROUGHOUT THE YEAR, BUT ARE EXPLICITLY TAUGHT DURING THE SPECIFIED QUARTERS.**

Strategy Focus	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
		Ideas	Sentence Fluency	Word Choice
	Oral Organization	Ideas	Sentence Fluency	Word Choice
Strategies	<p><b>Strategies to be implemented all year:</b></p> <ul style="list-style-type: none"> <li>Modeled writing followed by student practice</li> <li>Prewriting</li> <li>Use of details</li> <li>Generate list of descriptive words</li> <li>Teach proper letter formation</li> <li>Introduce cursive writing through modeling and station practice (NOT an SOL, but we should expose them to it)</li> <li>Practice with various modes of writing: letter writing, lists, recipes, expository, narrative etc.)</li> <li>Conference with students, provide feedback; this can drive mini-lessons</li> </ul> <p><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/index.shtml</a></p>			
	<p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Generate ideas before writing (2.12a)</li> <li>Participate in brainstorming activities (2.12) Make lists of information (2.12)</li> <li>Use graphic organizers to know what to write (2.12)</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Write narratives describing events with details, sequence, and a closure (2.12)</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Produce and expand complete, simple, and compound sentences (2.12)</li> <li>Organize writing to include beginning, middle, and end for narrative and expository writing (2.12b)</li> </ul>	<p><b>Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>Use and punctuate declarative, interrogative, and exclamatory sentences (2.13b)</li> <li>Recognize and use complete sentences (2.13a)</li> <li>Use time order words, such as first, next, then and last, to sequence and organize writing(2.12)</li> </ul> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Describe events, ideas, and personal stories with descriptive details (2.12)</li> <li>Stay on topic (2.12)</li> </ul>	<p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Revise writing for clarity (2.12d)</li> <li>Use verbs and adjectives correctly in writing (2.13j)</li> <li>Avoid stringing ideas together with or/then. (2.12)</li> <li>Use beginning reference materials, such as dictionaries to check and correct spelling (2.12)</li> </ul> <p><b>Sentence Fluency</b></p> <ul style="list-style-type: none"> <li>Write stories, letters, and simple explanations (2.12)</li> <li>Use adjectives to elaborate and expand simple sentences (2.12)</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Expand writing to include descriptive detail. (2.12c)</li> <li>Independently compose paragraphs (2.12)</li> </ul> <p><b>Word Choice</b></p> <ul style="list-style-type: none"> <li>Use frequently occurring irregular plural nouns (ex. feet, children, teeth, fish) (2.13)</li> <li>Delete or add words to clarify meaning in the revising process (2.12)</li> </ul>
Strategy/skill connection				

Goals

**By the end of Second Grade ALL students should be able to:**

- Write a story with a beginning, middle, and end
- Space words and use complete sentences
- Introduced to cursive
- Brainstorm topics
- Use time order words when writing (first, next, last)
- Avoid run-on sentences
- Verbalized ideas and corrections in peer conferences
- Stay on topic
- Correctly structure paragraphs
- Use graphic organizers independently

Ongoing

**Conventions (2.13)**

- Capitalize all proper nouns, the word I, and all words at the beginning of sentences
- Use correct spelling for commonly used sight words, including compound words and regular plurals
- Use singular and plural nouns and pronouns
- Use apostrophes to form contractions and possessives
- Use contractions and singular possessives
- Use knowledge of simple abbreviations
- Use commas in the salutation and closing of a letter

**Presentation (2.11, 2.14)**

- Use legible printing and spacing in writing pieces
- Use available technology and media for writing including collaboration with peers

**Communication (2.12, 2.14)**

- Use available technology to produce writing
- Participate in shared research and writing projects

**Handwriting (2.11)**

- Correctly form letters and space words appropriately
- Learn basic strokes for cursive letters

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