

2nd Grade Writing Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Unit 1: Lessons From the Masters			Heinemann’s Anchor Charts / Chart Paper Post-it Pad Writing Center Supplies (paper choice, pencils, pens, tape, post-it notes, flaps, checklists)		19 days
Bend 1					
2W3	Students learn to stretch out and magnify their own small moment stories, writing with great attention to detail and crafting powerful beginnings and endings.	Collect small moment story ideas Plan, draft, revise, edit Add detail to writing Set goals/use checklists Editing	<ul style="list-style-type: none"> ● Tiny Topic Notepads ● Jane Yolen’s <u>Owl Moon</u> ● Angela Johnson’s <u>The Leaving Morning</u> ● Magnifying glasses ● Object to examine (ie. seashell) 	Pre-Assessment Student Conferring	7 days

Bend 2					
2W3	<p>Students will learn from mentor authors by studying author's craft through inquiry. They will focus on imagery, tension, and literary language in <u>Owl Moon</u>.</p>	<p>Notice what is powerful</p> <p>Describe why it is powerful</p> <p>Learn to try similar craft moves in their own writing (word choice, comparison, repetition, stretching out action)</p> <p>Partner editing</p>	<ul style="list-style-type: none"> • Jeff Kinney's Diary of the Wimpy Kid • Judith Voirst's Alexander and the Terrible, Horrible, No-Good, Very Bad Day 	<p>Student Confering</p>	<p>7 days</p>
Bend 3					
2W3	<p>Students make reading and writing connections. They draw on everything they have learned up to this point to discover craft moves in books.</p> <p>Students will work with increasing independence and will devote careful attention to revision and</p>	<p>Identify craft moves in self-selected mentor texts</p> <p>Try identified craft moves in their own writing</p>	<ul style="list-style-type: none"> • High-quality, familiar fiction texts (many) 	<p>Student conferring</p> <p>Post Assessment</p>	<p>5 days</p>

	editing.				
Unit 2: Lab Reports and Science Books			Heinemann's Anchor Charts / Chart Paper Post-it Pad Writing Center Supplies (paper choice, pencils, pens, tape, post-it notes, flaps, checklists)		19 days
Bend 1					
2W2	Students will study a shared-class science topic (force and friction)	Formulate a Hypothesis Conduct an Experiment Collect Data Analyze Data Write to Inform	<ul style="list-style-type: none"> ● Ramps ● Carpet ● Toy cars ● Meter sticks 	Pre Assessment Student Conferring	6 days
Bend 2					
2W2	Students will study a shared-class science topic (force and friction)	Formulate a Hypothesis Conduct an Experiment Collect Data	<ul style="list-style-type: none"> ● Ruler ● Plastic spoons ● Rubber bands ● Masking tape ● Ping-pong balls ● Cotton balls 	Student Conferring	5 days

		Analyze Data Write to Inform	<ul style="list-style-type: none"> • Yard sticks • Rug 		
Bend 3					
2W2	Students will select and try a modification to the original lab studies as a shared-class science topic (force and friction)	Formulate a Hypothesis Conduct an Experiment Collect Data Analyze Data Write to Inform	<ul style="list-style-type: none"> • Ramps • Carpet • Toy cars • Meter sticks • Plastic spoons • Rubber bands • Masking tape • Ping-pong balls • Cotton balls • Yard sticks • Rug 	Student Conferring Post Assessment	8 days
Unit 3: Writing About Reading			Heinemann's Anchor Charts / Chart Paper Post-it Pad Writing Center Supplies (paper choice, pencils, pens, tape, post-it notes, flaps, checklists)		19 days
Bend 1					
2W1	Students will	Students select	<ul style="list-style-type: none"> • High-quality, 	Pre Assessment	6 days

	<p>develop opinions and learn to state them clearly.</p> <p>Students will learn to draft friendly letters.</p>	<p>favorite books.</p> <p>Students write letters to persuade others to read/like selected books.</p> <p>Students learn to strengthen arguments using evidence from the selected texts.</p>	<p>familiar fiction and nonfiction texts (many)</p>	<p>Student Conferring</p>	
Bend 2					
2W1	<p>Students will develop opinions and learn to state them clearly.</p> <p>Students will learn to draft friendly letters.</p> <p>Students will learn to reread texts to identify more ideas/details to support their arguments.</p> <p>Students will focus on incorporating conventions they</p>	<p>Students select favorite books.</p> <p>Students write letters to persuade others to read/like selected books.</p> <p>Students learn to strengthen arguments using evidence from the selected texts.</p>	<ul style="list-style-type: none"> High-quality, familiar fiction and nonfiction texts (many) 	<p>Student Conferring</p>	<p>5 days</p>

	notice in published books.				
Bend 3					
2W1	<p>Students will select a book to nominate for an award of their choosing.</p> <p>Students will share their nominations with a large group that will judge and award winners in each category based on evidence provided in the nomination.</p>	<p>Students select favorite books.</p> <p>Students write essays/nominations to persuade others to read/like selected books.</p> <p>Students learn to strengthen arguments using evidence from the selected texts.</p> <p>Students vote for the winners in each category based on evidence.</p>	<ul style="list-style-type: none"> High-quality, familiar fiction and nonfiction texts (many) 	<p>Student Conferring</p> <p>Post Assessment</p>	8 days
Unit 4: Poetry			<p>Heinemann's Anchor Charts / Chart Paper</p> <p>Post-it Pad</p> <p>Writing Center</p> <p>Supplies (paper choice, pencils, pens, tape, post-it notes, flaps, checklists)</p>		17 days

Bend 1					
	<p>Students will be introduced to the sounds and feelings of poetry by reading aloud in groups, partners, and alone.</p> <p>Students will repeatedly read poems to experience and identify the music of the genre.</p>	<p>Students will investigate items from nature looking for ways the ordinary is extraordinary (Poet's Eyes).</p> <p>Students work to understand line breaks.</p> <p>Students learn to put powerful thoughts into tiny packages.</p> <p>Students work to hear the music of poetry.</p> <p>Students learn a variety of structures.</p>	<ul style="list-style-type: none"> • Basket of treasures from nature (shells, pinecones, feathers) • Mentor poems 	<p>Pre Assessment</p> <p>Student Conferring</p>	<p>5 days</p>
Bend 2					
	<p>Students dive into work and play with language.</p>	<p>Students will use repetition in their poems.</p> <p>Students will use</p>	<ul style="list-style-type: none"> • Basket of treasures from nature (shells, pinecones, feathers) 	<p>Student Conferring</p>	<p>5 days</p>

		<p>comparison.</p> <p>Students will experiment with mood or sustained imagery across a poem.</p> <p>Students will use honest and precise words.</p>	<ul style="list-style-type: none"> • Mentor poems 		
Bend 3					
	<p>Students will learn to match poetry structures to feelings they want to convey.</p>	<p>Students will learn to read like writers.</p> <p>Students learn specific structures: Story Poems List Poems Mask Poems Conversation Poem</p>	<ul style="list-style-type: none"> • Basket of treasures from nature (shells, pinecones, feathers) • Mentor poems 	<p>Student Conferring</p> <p>Post Assessment</p>	<p>7 days</p>
Supplemental Unit: The How-to Guide for Nonfiction Writing			<p>Heinemann's Anchor Charts / Chart Paper Post-it Pad Writing Center Supplies (paper choice, pencils, pens, tape, post-it notes, flaps, checklists)</p>		<p>19 days</p>
Bend 1					

2W2	Students will learn to write many nonfiction books quickly (a book a day).	<p>Students will self-select topics for nonfiction books.</p> <p>Students will learn from the experts: noticing, naming, and trying out craft moves in nonfiction books.</p> <p>Students will set goals and make plans for their writing.</p>	<ul style="list-style-type: none"> • Nonfiction mentor texts 	<p>Pre Assessment</p> <p>Student Conferring</p>	5 days
Bend 2					
2W2	Students will learn to write for an audience.	<p>Students choose a nonfiction topic and a specific audience and write to inform.</p> <p>Students will rehearse their books with their peers.</p> <p>Students reread as readers to be sure that they've answered all of their audiences' potential questions.</p>	<ul style="list-style-type: none"> • Nonfiction mentor texts 	Student Conferring	7 days

Bend 3					
2W2	<p>Students will learn that nonfiction texts are more than just chapter books.</p> <p>Students will learn a variety of nonfiction structures: Question and Answer, How-to, and Stories That Teach.</p>	<p>Students will study mentor texts of each structure and learn to identify which structure an author has used.</p> <p>Students will write nonfiction books in each of the different structures.</p> <p>Students will lean on their partners for writing support.</p>	<ul style="list-style-type: none"> • Nonfiction mentor texts 	<p>Student Conferring</p> <p>Post Assessment</p>	6 days