

PENINSULA SCHOOL DISTRICT
Writing Curriculum
Second Grade



1 . The student understands and uses a writing process

	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
1.1 Prewrite to generate ideas and plan writing W				
1.1.1	Apply at least one strategy for generating ideas and planning writing <ul style="list-style-type: none"> • Talk to generate ideas and rehearse writing (e.g., class brainstorm) • Use visual tools for planning (e.g., word web, list, story frame, drawing) • Use multicultural literature (fiction and nonfiction) to stimulate ideas 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 1: Launching the Writing Workshop; Session 1-2 • Book 2: Small Moments: Personal Narrative Writing; Session 4-5, 7-9 • Book 5: Authors as Mentors; Session 1-2, 9, 12 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 1, 5 		
Note: The reading aloud of well written, language-rich multicultural literature is an ongoing practice throughout all grades. It not only stimulates ideas, but it also provides students with examples of exemplary writing.				
1.2 Produce draft (s) W				
1.2.1	Produce a draft of multiple sentences or several paragraphs over time <ul style="list-style-type: none"> • Use a plan from prewriting to write a draft • Work on one draft over one to three days 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 2: Small Moments: Personal Narrative Writing; Session 5 • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 9 • Book 5: Authors as Mentors; Session 9-11, 13 • Book 6: Nonfiction Writing: Procedures and Reports; Session 10 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 1 		

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1.3 Revise to improve text W				
1.3.1	<p>Revise text by adding and deleting words and phrases</p> <ul style="list-style-type: none"> • Reread own writing for meaning • Reread work several times and have a different focus for each reading (e.g., first reading – looking for descriptive words and phrases; second reading – looking for active verbs) • Participate in peer conferences (e.g., “Trahn, please read this and help me see if it makes sense.”) • Use adult and peer suggestions to clarify and revise writing • Recognize overused words and makes substitutions (e.g., <i>whispered</i> for <i>said</i>) 	<p><i>Units of Study for Primary Writing</i> – Lucy Calkins</p> <ul style="list-style-type: none"> • Book 1: Launching the Writing Workshop; Session 15 • Book 2: Small Moments: Personal Narrative Writing; Session 7, 11, 14 • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 11 • Book 4: The Craft of Revision; Session 1-6, 10-14 • Book 5: Authors as Mentors; Session 7, 13-14 • Book 6: Nonfiction Writing: Procedures and Reports; Session 3-4, 12-13 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 13-15 		

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1.4 Edit text W				
1.4.1	Apply understanding of editing appropriate for grade level (see 3.3) <ul style="list-style-type: none"> • Identify and correct errors in grade level conventions • Use a simple checklist for editing • Use spelling lists and a personal dictionary to check accuracy and meaning 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 1: Launching the Writing Workshop; Session 16 • Book 2: Small Moments: Personal Narrative Writing; Session 14 • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 14 • Book 5: Authors as Mentors; Session 3-4 • Book 6: Nonfiction Writing: Procedures and Reports; Session 6 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 15 		
1.5 Publish text to share with audience W				
1.5.1	Publish own writing <ul style="list-style-type: none"> • Read own work aloud (e.g., family night, writing buddy) • Select format for publishing (e.g., fonts, graphics, photos, colors) to enhance writing • Publish text in various ways (e.g., post on wall, read from author’s chair) • Publish text with assistance (e.g., class books) 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 1: Launching the Writing Workshop; Session 17 • Book 2: Small Moments: Personal Narrative Writing; Session 15 • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 16 • Book 5: Authors as Mentors; Session 16-17 • Book 6: Nonfiction Writing: Procedures and Reports; Session 15 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 16 		

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	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
1.6 Adjust writing process as necessary W				
1.6.1	*			
1.6.2	*			
1.6.3	*			

**Not formally addressed at this grade level. Previous learnings to be reinforced. Page 4*

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2 . The student writes in a variety of forms for different audiences and purposes

	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
2.1 Adapt writing for a variety of audiences W				
2.1.1	<p>Understand that writing changes for different audiences</p> <ul style="list-style-type: none"> • Write letters using language appropriate to different audiences (e.g., Dear Officer Jones vs. Dear Mike) • Write instructions for different audiences (e.g., telling kindergartners how to line up, telling a substitute teacher how to take attendance) 	<p><i>Units of Study for Primary Writing</i> – Lucy Calkins</p> <ul style="list-style-type: none"> • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 1, 10 • Book 6: Nonfiction Writing: Procedures and Reports; Session 2-4 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 16 		
2.2 Write for different purposes W				
2.2.1	<p>Demonstrate understanding of different purposes for writing</p> <ul style="list-style-type: none"> • Write to respond to literature in some detail (e.g., how I am like a character) • Write to tell stories (e.g., personal, “once upon a time” or “one day”) • Write to explain (e.g., effects of tooth brushing on health, how I found an answer to a mathematics problem) 	<p><i>Units of Study for Primary Writing</i> – Lucy Calkins</p> <ul style="list-style-type: none"> • Book 6: Nonfiction Writing: Procedures and Reports; Session 2-4, 7-11 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 2-3, 14 		

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	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
2.3 Write in a variety of forms/genres W				
2.3.1	Use a variety of forms/genres <ul style="list-style-type: none"> • Explain the relationship between form and purpose (e.g., instructions – to explain how to) • Maintain a log or portfolio to track variety of forms/genres used • Explain why one form is more appropriate than another • Use a variety of new forms/genres Examples: <ul style="list-style-type: none"> - journals - fictional stories - instructions (explain how to) - graphs - rhymes - letters 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 6: Nonfiction Writing: Procedures and Reports; Session 2-4, 7-11 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 2-3, 14 		
Note: Forms are suggestions only. The list is not exhaustive nor are any forms repeated in later grades after being introduced. However, all students may continue to use appropriate forms/genres throughout all grades regardless of where a form is listed in the Grade Level Expectations.				
2.4 Write for career applications W				
2.4.1	Know important personal information <ul style="list-style-type: none"> • Write personal address and phone messages 			

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3. The student writes clearly and effectively

	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
3.1 Develop ideas and organize writing W				
3.1.1	Analyze ideas, select topic, add detail, and elaborate <ul style="list-style-type: none"> • Develop list of specific topics for writing (e.g., playing with a pet or friend) • Select from a list of specific topics for writing • Maintain focus on a specific topic (e.g., write and draw in a science journal about scientific observations such as the life cycle of a plant or animal) • Include supporting information (e.g., adjectives, explanatory sentences, examples, and personal experiences) • Select appropriate title for a piece of writing 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 2: Small Moments: Personal Narrative Writing; Session 1, 4 • Book 4: The Craft of Revision; Session 1, 8, 9 • Book 5: Authors as Mentors; Session 1-2, 9 • Book 6: Nonfiction Writing: Procedures and Reports; Session 10 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 4, 13 		
Note: Well written, language-rich text as models should include a multicultural perspective and be read aloud to students throughout all grade levels.				
3.1.2	Organize multiple sentences on one topic showing beginning, middle, and ending <ul style="list-style-type: none"> • Group related ideas, sometimes in paragraphs • Use transitions frequently (e.g., <i>next, first, after</i>) • Organize narrative chronologically and sequentially • Organize procedural writing sequentially • Organize informational writing using categories 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 2: Small Moments: Personal Narrative Writing; Session 1, 8-9 • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 6, 10 • Book 5: Authors as Mentors; Session 9 • Book 6: Nonfiction Writing: Procedures and Reports; Session 12 • Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 4 		

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	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
3.2 Use appropriate style W				
3.2.1	Write with voice <ul style="list-style-type: none"> Use word choice to show emotion and interest Use “book language” (e.g., fairy tale language – “once upon a time” or “in a faraway land”) 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 5: Authors as Mentors; Session 3-4 Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 3, 5-7, 9-12 		
Note: Read alouds should include a multicultural perspective and be continued throughout all grade levels.				
3.2.2	Use a variety of words <ul style="list-style-type: none"> Build a rich vocabulary through listening, talking, writing, and language activities Use descriptive words (e.g., color words, sensory words, size words) Use classroom resources (e.g., personal dictionaries, word walls, other student/teacher-generated resources) 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 3: Writing for Readers: Teaching Skills & Strategies; Session 8 Book 4: The Craft of Revision; Session 8-9 Book 5: Authors as Mentors; 4-5 Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 6-10, 12 		
3.2.3	Use more than one sentence type and structure <ul style="list-style-type: none"> Write a variety of sentence beginnings (e.g., start with a prepositional phrase: “After recess, we will start our writing workshop.”) Write a variety of sentence structures (e.g., “My best friend sat by me at lunch. We talked as we ate our burritos.”) Write a variety of sentence types (e.g., declarative, imperative, exclamatory, interrogative) Write poetry with patterns 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 4: The Craft of Revision; Session 6 Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 3, 5, 7, 9 		
Note: Read alouds should include a multicultural perspective and be continued throughout all grade levels.				

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	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
3.3 Know and apply writing conventions appropriate for the grade level W				
3.3.1	Use legible handwriting <ul style="list-style-type: none"> Maintain consistent size, spacing, and formation in handwriting, especially in published work 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 2: Small Moments: Personal Narrative Writing; Session 5 Book 3: Writing for Readers: Teaching Skills & Strategies; Session 1 <i>Handwriting Without Tears</i>		
Note: In the Grade Level Expectations 3.3.1 through 3.3.8, skills generally are not repeated and build each year on preceding years' skills. Because these skills are learned and practiced as writing becomes more sophisticated, attention should be paid to skills in more than one year.				
3.3.2	Spell words appropriate for the grade level accurately, with challenging words spelled phonetically <ul style="list-style-type: none"> Use spelling rules and patterns from previous grades Spell high-frequency words correctly (e.g., <i>said, where, why, when</i>) Use phonetic approximations for challenging words (e.g., <i>cuzin</i> for <i>cousin</i>) Recognize and use grade level appropriate spelling patterns Examples: <ul style="list-style-type: none"> Digraphs (e.g., <i>nt, ng</i>) CWC words (e.g., <i>nail, bean, main</i>) Two-syllable high-frequency words (e.g., <i>funny, mother, happy</i>) <ul style="list-style-type: none"> Indicate words that may be misspelled Use spelling resources (e.g., word walls, student dictionaries, high-frequency word charts, peers) 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 1: Launching the Writing Workshop; Session 7-10 Book 2: Small Moments: Personal Narrative Writing; Session 5, 10 Book 3: Writing for Readers: Teaching Skills & Strategies; Session 3-4, 7-8, 12-13 Book 6: Nonfiction Writing: Procedures and Reports; Session 14 		
3.3.3	Apply capitalization rules <ul style="list-style-type: none"> Use capitalization rules from previous grades Capitalize local geographic names (e.g., Yakima) Capitalize first word in greeting and closing of a letter 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 3: Writing for Readers: Teaching Skills & Strategies; Session 1-2, 10 		

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3.3 Know and apply writing conventions appropriate for the grade level W				
3.3.4	Apply punctuation rules <ul style="list-style-type: none"> • Use punctuation rules from First Grade • Use comma after greeting and closing of friendly letter • Use some quotation marks in dialogue • Use colon when writing time (e.g., 12:30) • Use apostrophes correctly in contractions (e.g., <i>don't</i>) 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> • Book 3: Writing for Readers: Teaching Skills & Strategies; Session 14 • Book 6: Nonfiction Writing: Procedures and Reports; Session 6 		
3.3.5	Apply usage rules <ul style="list-style-type: none"> • Apply usage rules from First Grade • Maintain subject/verb agreement • Maintain consistent tense, especially past tense • Use standard verb forms in past tense or past participle (e.g., He went home. We were going home.) • Use possessive pronouns (e.g., <i>its</i>, <i>theirs</i>) • Use subject pronouns (e.g., <i>she</i> vs. <i>her</i>) • Use contractions correctly (e.g., <i>won't</i> <i>can't</i>, <i>I'm</i>) 			
3.3.6	Use complete sentences in writing			
3.3.7	Understand paragraph conventions <ul style="list-style-type: none"> • Explain that paragraphs begin with indentation or skipped lines 			
3.3.8	*			

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Writing Curriculum
Second Grade



4. The student analyzes and evaluates the effectiveness of written work

	A Peninsula Second Grade Student Will: (from the GLEs)	Instructional Materials that Support Learning Objectives	Additional Resources	Assessment Strategies and Resources
4.1 Analyze and evaluate others' and own writing W				
4.1.1	Understand criteria are used to select a preferred piece of writing <ul style="list-style-type: none"> Identify criteria for why stories/authors are preferred (e.g., description, word choice) 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 3: Writing for Readers: Teaching Skills & Strategies; Session 15 Book 4: The Craft of Revision; Session 14-15 Book 5: Authors as Mentors; Session 8 Book 6: Nonfiction Writing: Procedures and Reports; Session 5, 12-13 Book 7: Poetry: Powerful Thoughts in Tiny Packages; Session 11 		
4.1.2	Use specific criteria for analyzing own writing <ul style="list-style-type: none"> Identify specific strengths in writing (e.g., ideas, organization, word choice) Compare own writing to anchor papers, checklist, or rubric 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 2: Small Moments: Personal Narrative Writing; Session 11 Book 3: Writing for Readers: Teaching Skills & Strategies; Session 11 Book 4: The Craft of Revision; Session 5, 14 		
4.2 Set goals for improvement W				
4.2.1	Identify specific goals for next piece of writing <ul style="list-style-type: none"> Confer with teacher to set goals (e.g., add description of a character, change the beginnings of sentences) Set goals based on own writing and anchor or model papers Maintain a written log of goals 	<i>Units of Study for Primary Writing</i> – Lucy Calkins <ul style="list-style-type: none"> Book 1: Launching the Writing Workshop; Session 2, 11 Book 4: The Craft of Revision; Session 7 Book 5: Authors as Mentors; Session 17 		

