

New Paltz Central School District
Writing
Second Grade

Time	Essential Questions/ Content	Standards/Skills	Assessments
September	<p><u>Unit 1: Launching the Writing Workshop</u></p> <ul style="list-style-type: none"> • Why do writers write? • Why do I write? <p>-----</p> <ul style="list-style-type: none"> • Personal narrative • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Establish and use routines. • Develop an understanding of the writing process. • Build speed and stamina. • 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. • Capitalize the first word in a sentence, the pronoun <i>I</i>, dates, and names of people. (K-1) • Use end punctuation for sentences. (1) • Use commas in dates and to separate single words in a series. (1) • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1) • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1) 	<ul style="list-style-type: none"> • Common Baseline Writing Assessment • Personal narratives • Teacher observation/ writing conferences
October - November	<p><u>Unit 2: Personal Narrative</u></p> <ul style="list-style-type: none"> • What can I learn about writing from my favorite authors? <p>-----</p> <ul style="list-style-type: none"> • Craft • Revision 	<ul style="list-style-type: none"> • 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. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 	<ul style="list-style-type: none"> • Picture book • Teacher observation/ writing conferences

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December - January	<p><u>Unit 3: Informational Writing</u></p> <ul style="list-style-type: none"> • Where can I find information? • How can I organize my information? • How can I share what I've learned? ----- • Research • Text features • Table of contents • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • Recall information from experiences or gather information from provided sources to answer a question. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • Informational book • Oral presentation • Teacher observation/ writing conferences
February - March	<p><u>Unit 4: Opinion Writing</u></p> <ul style="list-style-type: none"> • How can I share my opinion with others? ----- • Reviews 	<ul style="list-style-type: none"> • 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., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> • Safe and healthy habits opinion piece • Persuasive review • Podcast • Teacher observation/ writing conferences

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April	<p><u>Unit 5: Poetry</u></p> <ul style="list-style-type: none"> • How do poets see the world? ----- • Poetic language • Metaphor 	<ul style="list-style-type: none"> • Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. 	<ul style="list-style-type: none"> • Poetry anthology • Teacher observation/ writing conferences
May - June	<p><u>Unit 6: Informational Writing About Science/Poetry</u></p> <ul style="list-style-type: none"> • How can I record what I observe? • How do I write like a scientist? • What are the traits of local animals (focus on local reptiles, amphibians, insects)? • What do animals need to survive and thrive? • How can animals be like or unlike their parents? ----- • Recording observations • Procedural writing • Animals need air, water, and food in order to live and thrive • Nonliving things can be human created or naturally occurring • Plants and animals closely resemble their parents and other individuals in their species • Plants and animals can transfer specific traits to their offspring when they reproduce 	<ul style="list-style-type: none"> • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • 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). • Safely and accurately use a hand lens and ruler. • Use information systems appropriately (research animals). • Order and sequence objects and/or events (animal life cycle/span). • Classify objects according to an established scheme. • Generate a scheme for classification. 	<ul style="list-style-type: none"> • Research graphic organizers <ul style="list-style-type: none"> ○ Animal research ○ Alphaboxes ○ Poetry planning sheet (optional) • Informational writing-animal report • Poetry (optional) • Teacher observation/writing conferences • Science journals • Observation of process skills • Lab reports • Homework • Data collection • Graphs • Student sharing - vocabulary, full descriptions, complete sentences, product (chart, graph, etc.), sequencing

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	<p><u>Unit: Informational Writing: Culture and Diversity</u></p> <ul style="list-style-type: none"> • What common elements do cultures around the world share? • Where can I find information? • How can I organize my information? • How can I share what I've learned? <p>-----</p> <ul style="list-style-type: none"> • Cultures around the world share some common elements. These include shelter and architecture, transportation, education and learning, and technology. • Nonfiction text features • Close reading • Informational writing 	<ul style="list-style-type: none"> • Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. • 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). • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Ask and answer questions and determine key details in the text. • Use a variety of text features (e.g., captions, bold print, subheadings, etc.) to locate key facts or information. • Compare and contrast two texts. 	<ul style="list-style-type: none"> • Country brochure • Research rubric • Nonfiction writing rubric • Culture and Diversity (social studies) unit assessment • Teacher observation

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Optional	<p><u>Unit: Realistic Fiction</u></p> <ul style="list-style-type: none"> • How do I create an imaginative story with a problem and a solution? <p>-----</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Using dialogue • Writing leads 	<ul style="list-style-type: none"> • 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. • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • Capitalize holidays, product names, and geographic names. • Use an apostrophe to form contractions and frequently occurring possessives. 	<ul style="list-style-type: none"> • Realistic fictional story • Teacher observation/ writing conferences