

2016-2017 Second Grade Overview: Writing

Month(s)	Unit	Key Concepts “Students will know...”	Key Skills “Students will be able to...”
September-October	Lessons from the Masters Improving Narrative Writing	<ul style="list-style-type: none"> Writers use ideas from their lives to generate stories Writers stretch out the moment on that develops the heart of the story Writers use special techniques such as show, don't tell to explain their emotions in stories Writers use special craft techniques such as using a variety of punctuation, speech (dialogue), internal thinking, and feelings to make their stories more interesting 	<ul style="list-style-type: none"> Collect story ideas in Tiny Topic notebooks to mimic the life of a writer Spend a lot of time writing about one thing that happened and stretching out the moment as one major event over several pages (write with stamina and volume) Notice the craft moves of mentor authors and intentionally use the same craft moves in their own writing with independence Use mentor texts in ways that establish a purposeful reading-writing connection (think about author's intentions and use as a model for their own writing) Make purposeful revisions to enhance the quality of their writing
November-December	Informational Writing	<ul style="list-style-type: none"> Opinions about books can be supported through text evidence. Comparing and contrasting characters/setting/information helps readers develop ideas. 	<ul style="list-style-type: none"> Develop opinions about their books and provide text evidence to support their opinions Compare and contrast characters/setting/information to develop more ideas and opinions about reading
January	Writing Gripping Fictional Stories	<ul style="list-style-type: none"> Writers plan before writing by either jotting, sketching, or oral rehearsal or a combination of all three Writers develop characters through dialogue that explains the character's feelings Writers develop the problems in their stories through characters actions, dialogue, and show, don't tell Writers develop the inside of their stories by creating tension with rising action Writers develop the solutions in their stories by teaching the reader something or making the character learn a lesson 	<ul style="list-style-type: none"> Write a focused realistic story over several pages Apply techniques drawn from a mentor author with independence Write with volume and stamina Revise leads and endings to develop meaning in realistic stories
February-March	Poetry Big Thoughts in Small Packages	<ul style="list-style-type: none"> That poets convey strong emotions in their poems by creating images through the use of repetition, sound effects, similes and metaphors Poets create rhythm in their poems by incorporating line breaks Poets appeal to the senses by using sensory language 	<ul style="list-style-type: none"> Observe things through a poet's eye by seeing the significance in ordinary details of their lives Incorporate detailed, descriptive language in their writing by using their five senses Find big topics that give them strong, big feelings Write about their topic, experimenting with line breaks and white-space Use comparisons to convey feelings/meaning Include patterns in their poems to support meaning
March-April	Writing About Reading	<ul style="list-style-type: none"> Writers develop opinions about characters by considering more than one possibility Writers ask questions to explore why an idea they have is important or where they can find an idea in a book Writers keep track of their ideas throughout stories Writers are particular about the words they use when they write arguments 	<ul style="list-style-type: none"> Consider different points of view when writing arguments Cite or reference the text to support writing arguments Use a timeline to track an idea they are having about a book Use words such as good, better, best, to explain their opinions Use words like more, less, or words with -er or

		<ul style="list-style-type: none"> ● Writers plan their opinion across pages when writing argument pieces ● Writers use their ideas to develop ideas/opinions ● Writers draw upon different sources to validate claims 	<p>-est endings to describe characters</p> <ul style="list-style-type: none"> ● Use the ideas of others to begin a new piece ● Use several resources to support their arguments
May/June	Lab Reports and Science Books	<ul style="list-style-type: none"> ● Writers write to learn about the world around them, experiment to answer lingering questions, and use what they know about nonfiction writing to teach others what they have learned. ● Writers collaborate with their partners to record experiments and raise the level of non-narrative writing. ● Writers use what they already know about writing Information Books and How-To Books to put all of their learning together to publish their "Lab Reports" 	<ul style="list-style-type: none"> ● Write a "lab report" using the scientific process of making a hypothesis, testing it out, writing procedures and a conclusion explaining what happened ● Create questions about their experiments and turn them into new experiments where they test out another theory or variable ● Collaborate with writing partners to grow their ideas further and explain their thinking ● Create information books that incorporate their learning and their mini-lab reports