

Southington Public Schools

Curriculum Map

Subject: English Language Arts - Writing

Grade: 2

UNIT TITLE	Launching Writing Workshop: Learning Routines and Building Stamina and Authors as Mentors: Focusing on Craft	Writing and Revising Realistic Fiction	Non-fiction Writing - Writing to Teach About a Topic
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How writers draw on what they already know to write up a storm, then find ways to make their pieces even better!</li> <li>• How to work with writing partners in grown-up ways.</li> <li>• How writers revise.</li> <li>• How to prepare for publication.</li> <li>• How to focus on punctuation.</li> <li>• How to focusing on craft.</li> </ul> <p>How to focus on story structure Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to identifying realistic fiction.</li> <li>• How to use everything they know about stories to start writing realistic fiction.</li> <li>• How to revise and edit their very best stories to make them out of this world great.</li> </ul> <p>Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How writers try out topics of personal expertise that they could teach to others and then become avid learners of those topics.</li> <li>• How writers grow and refine what they might teach about their topic.</li> <li>• How writers put their big ideas in order and revise thinking about their readers.</li> <li>• How writers publish their writing to make sure we can teach them in the most exciting way</li> </ul> <p>Content Vocabulary: • Mentor Text Dependent</p>
CT CORE STANDARDS	<p><b>Writing Standard 3</b> – 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.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Writing Standard 6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Speaking and Listening Standard 4</b> – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>Speaking and Listening Standard 6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Writing Standard 3</b> – 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.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Writing Standard 6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Speaking and Listening Standard 4</b> – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>Speaking and Listening Standard 6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Writing Standard 2</b> – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Writing Standard 6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Writing Standard 7</b> – Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).</p> <p><b>Writing Standard 8</b> – Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening Standard 6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

UNIT TITLE	Persuasive Writing Reviews: Writing to Persuade the Readers	Expert Projects: Writing to Learn and to Teach	Fairy Tales: Creating Stories Incorporating Fairy Tale Elements
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How to get started with reviews.</li> <li>• How to make reviews more persuasive.</li> <li>• How to get their reviews ready to share with the world.</li> </ul> <p>Content Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mentor Text Dependent</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How do information writers gather and organized their information.</li> <li>• How to information writers revise and edit their research to prepare for presentation.</li> <li>• How information writers plan for an expert presentation.</li> </ul> <p>Content Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mentor Text Dependent</li> </ul>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> <li>• How writers begin to write their own fairy tales, while examining the classics.</li> <li>• How to prepare fractured fairy tales.</li> <li>• How to write, revise, and edit fractured fairy tales.</li> </ul> <p>Content Vocabulary:</p> <ul style="list-style-type: none"> <li>• Mentor Text Dependent</li> </ul>
CT CORE STANDARDS	<p><b>Writing Standard 1</b> – 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Writing Standard 6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Writing Standard 7</b> – Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).</p> <p><b>Writing Standard 8</b> – Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening Standard 6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Writing Standard 2</b> – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Writing Standard 6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Writing Standard 7</b> – Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).</p> <p><b>Writing Standard 8</b> – Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening Standard 6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Writing Standard 3</b> – 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.</p> <p><b>Writing Standard 5</b> – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Writing Standard 6</b> – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Speaking and Listening Standard 2</b> – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Speaking and Listening Standard 4</b> – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>Speaking and Listening Standard 6</b> – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>