

# KPBSD ELA CURRICULUM

## 2<sup>nd</sup> GRADE – WRITING STANDARDS

### Desired Results

PRIORITY STANDARDS	Transfer	
<p><b>2.W.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., <i>because, and, also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.</p> <p><b>2.W.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 one or more concluding sentences that emphasize their most important point or focus.</p> <p><b>2.W.3.</b> Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.</p> <p><b>2.W.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.</p> <p><b>2.W. 7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>Focus on a topic and strengthen writing as needed with guidance and support from adults and peers.</li> </ul>	
	Meaning	
	<p><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>Good writers study the craft moves of published writers in order to replicate in their own writing.</li> <li>Writers pay attention to their lives in order to generate ideas for true stories.</li> <li>Writers stretch out and magnify their small moments, by adding action, inner thinking, and dialogue.</li> <li>Writers revise by paying attention to word choice and language.</li> <li>Time order words convey sequence, signal shifts from one time frame to another.</li> <li>Adding details, describing actions, thoughts, and feelings will improve your written piece.</li> <li>Adding details, describing actions, thoughts, and feelings will keep your reader engaged.</li> <li>Details provide a factual foundation to an opinion making it more credible.</li> <li>The use of linking/conjunction words (<i>because, and, also</i>) help to provide cause/effect, elaboration, and alternatives to opinions.</li> <li>Recalling details provides proof.</li> <li>Using facts and definitions provides closure to the text.</li> <li>Technology allows for a neat, well organized, professional final product in an efficient manner.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>How can you learn to write by reading mentor texts?</li> <li>How do writers choose a good idea for a personal narrative?</li> <li>How do writers hook and hold readers?</li> <li>What are the qualities of a good small moment story?</li> <li>Why is it important to include time order words in a written piece?</li> <li>How does describing actions, thoughts, and feelings keep a reader engaged in your writing?</li> <li>Why is peer and adult revision necessary in contributing to the final product?</li> <li>How does reading a number of books on a specific topic support learners' abilities to analyze, synthesize, and evaluate the information from those books?</li> <li>Why is it important that learners try to connect new information to what they already know from past experience?</li> <li>What types of questions should learners know to ask as they recall or gather information from various sources?</li> </ul>

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<p><b>SUPPORTING STANDARDS</b></p> <p><b>2.W.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>2.W.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Skills needed to write a report using information from several sources (such as comprehension and recall what is read, analysis, and synthesis of information, ability to determine main idea and supporting details, and compiling and organizing information) support learning expectations across grade levels and content areas.</li> <li>• Recalling details about experiences supports the student’s use of long term and working memory during the learning process.</li> </ul>	
	<b>Acquisition</b>	
	<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to write their opinion about a topic and give reasons for their thinking.</li> <li>• How to write to teach about a topic by giving facts and definitions about the topic.</li> <li>• How to write to tell an organized story with details about events, thoughts, and feelings.</li> <li>• How to listen to others' ideas to revise and edit their writing and make it better.</li> <li>• How to use a computer or tablet to publish their writing.</li> <li>• How to help their class explore books and write about what they learn.</li> <li>• How to work with friends to make and record notes about science experiments.</li> <li>• How to use what they have learned to answer questions or how to find out the answers somewhere else.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Carrying on independently as writers.</li> <li>• Using supplies independently.</li> <li>• Telling stories in illustrations.</li> <li>• Planning out stories.</li> <li>• What sketching looks like.</li> <li>• Sketching hard to make ideas.</li> <li>• Writing words using all strategies.</li> <li>• Spelling words the best we can and moving on.</li> <li>• Using classroom resources when writing (word wall, alphabet writing folder, anchor charts, foundations cards).</li> <li>• Using 3-5 page booklets (writing paper).</li> <li>• Editing writing.</li> <li>• Choosing a piece to publish.</li> <li>• Using editing strategies.</li> <li>• Sharing their writing with others in a variety of ways (author's chair, document camera, and microphone).</li> </ul>
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

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Rubric that is aligned to standards Showing Proficiency with Standards Total Words Written	<b>PERFORMANCE TASK(S):</b> <ul style="list-style-type: none"> <li>• CQA</li> <li>• Journeys Benchmark Assessment</li> <li>• Writing Fluency</li> </ul> <b>OTHER EVIDENCE:</b> Anecdotal Evidence Teacher Observations	
<b>Vocabulary</b>		
Argument Support Claims Valid Reason Evidence Topic Inform Explain Examples Definitions Details Quote Setting Major/Minor Character Problem Descriptive Words Events Experience Organize Purpose Audience	Chronological Order Sequential Order Cause/Effect Develop Entertain Plan Organize Editing Revising Proofreading Feedback Technology Digital Word Processing Copy And Paste Powerpoint Google Search Engine Toolbar	Spell Check Sources Information Key Words Online Credit Bibliography Citation Page Sources Cite Paraphrase Internet Search Library Sources Esearch Narrative Reflection Proofread Edit Audience

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### Technology Skills

I can...

- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
- Adjust the volume for my computer.
- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.