

Second Grade Writing Overview 2022 - 2023

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources for this content](#)

To advance to particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

At Home Connections:

- Encourage children to write daily about topics of their choice.
- Encourage your child to tell stories to help them organize ideas and sequence events. Tell your child stories so he or she has a model of a proficient storyteller.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children write book recommendations and share with others.

Grading Period 1

Unit 1: Launching Writing Workshop

Estimated Date Range: 8/10-9/09

Estimated Time Frame: 22 days

Unit Overview:

The year begins by implementing a workshop approach and establishing living life like a writer as a goal for all students. Teachers follow a framework to teach the writing process and to model writing strategies:

- Mini-lesson- teach the writing process and model writing strategies
- Independent Writing- provides opportunities for students to write in different genres with teacher support on assigned and self-selected topics
- Conferring- provides opportunities for students to reflect on their writing and to use feedback (from teacher or peers) to make corrections and revisions
- Share time- provides opportunities for students to discuss and share what they have written

In the first concept, *We Are All Writers*, writers will learn the expectations, procedures, and routines for writing workshop. The focus in the concept is independent writing, where students will spend time learning the routines and expectations for setting up independent writing.

In the second concept, *Writers Use the Writing Process*, writers learn how to use the writing process: prewriting, drafting, revising, editing, and publishing.

In the third concept, *Writers Work With the Teacher*, writers learn the procedures for conferring and working in a small group with the teacher.

At home Connections:

- Tell stories about what happened in your day and ask your student questions about what happened in their day.
- Create a journal for the household. Family members can take turns writing about their day in the journal and sharing it with each other.

Concepts within Unit #1 Link to TEKS	Success Criteria for this unit
Concept #1: We are Writers 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.11(A), 2.11(B)	<ul style="list-style-type: none"> • Gather ideas by drawing and/or writing • Participate in conversations about writing • Participate in a writing conference • Demonstrates an awareness that he/she is a writer • Practices correct letter formation • Practices capitalization, punctuation, and grammar
Concept #2: Writers Use the Writing Process 2.11(A), 2.11(B), 2.12(A), 2.11(C), 2.11(D), 2.11(E), 2.10(A), 2.1(C), 2.1(D)	
Concept #3: Writers Work with the Teacher 2.1(A), 2.1(B), 2.1(C), 2.1(D)2.11(A), 2.11(B), 2.12(A)	
Phonics, Spelling and Word Study 2.2(A)ii, 2.2(A)iii, 2.2(A)iv, 2.2(B)i, 2.2(B)ii, 2.2(B)iii, 2.2(B)v	
Integrated Standards 2.2(E), 2.10(E), 2.2(C)i, 2.2(C)vi	

Unit 2: Writers Write Personal Narratives
 Estimated Date Range: 9/12-10/07
 Estimated Time Frame: 19 days

Unit Overview:

In this unit, students will be writing personal narratives. Personal narrative is typically the easiest, most natural form of writing for children because they already own these stories, enabling their words to flow more easily onto the paper.

In Concept 1, *Writers Go Through the Writing Process to Write a Personal Narrative*, writers are immersed into the personal narrative genre and are given time to gather ideas about events in their lives can write about. Students will be able to jot and sketch their ideas before choosing one to take through the writing process.

In Concept 2, *Writers Elaborate in a Personal Narrative*, writers focus on revising their draft to add details and elaborate on a small moment. Students will continue to learn grammar concepts and try them out in their own writing.

At home Connections:

- Look through pictures and then tell your student what was going on in the picture.
- Allow your student to look through pictures and recall memories.
- Choose a picture. You and your child can work together to write the story of what happened. Add where you were, who was there, what people said and how you were feeling.

Concepts within Unit # 2 Link to TEKS	Success Criteria for this unit

<p>Concept #1: Writers Go Through the Writing Process to Write a Personal Narrative</p> <p>2.11(A), 2.11(B), 2.11(C), 2.11(D), 2.11(E), 2.10(A), 2.12(A), 2.11(D)i, 2.11(D)x, 2.11(D)xi, 2.11(B)i,</p>	<ul style="list-style-type: none"> Generates ideas for personal narratives Stories include a beginning, middle, and end Writes to communicate meaning to a reader Adds details to their writing (such as action, dialogue, and feelings) Discusses their writing and decisions made as a writer Shares writing with others Practices capitalization, punctuation, and grammar
<p>Concept #2: Writers Elaborate in a Personal Narrative</p> <p>2.11(A), 2.11(B), 2.11(C), 2.11(D), 2.11(E), 2.10(A), 2.12(A), 2.11(D)i, 2.11(D)x, 2.11(D)xi, 2.11(B)i,</p>	
<p>Phonics, Spelling and Word Study</p> <p>2.2(A)ii, 2.2(A)iii, 2.2(A)iv, 2.2(A)v, 2.2(B)i, 2.2(B)ii, 2.2(B)iii, 2.2(B)v</p>	
<p>Integrated Standards</p> <p>2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.2(E), 2.10(E), 2.2(C)i, 2.2(C)vi</p>	

Grading Period 2

Unit 3: Writers Write Adaptations of Their Favorite Stories

Estimated Date Range: 10/11-11/18
Estimated Time Frame: 28 days

Unit Overview:

In this unit, students will use what they have learned about craft to create adaptations of their favorite stories.

In concept one, *Writers Craft Their Setting, Character, and Plot to Make a New Version of their Favorite Story*, students choose which traditional tale they want to adapt and choose variations of the setting, character, and plot to make it their own.

In concept two, *Writers Think About their Word Choice and Share Their Writing with Others*, students focus on choosing powerful words to make their writing more interesting. Students will publish their pieces and share them with others.

At home Connections:

- Read stories and discuss how you might adapt them.
- Write stories and share them with the family or neighbors.
- Take turns choosing words to describe everyday objects.
- Practice using synonyms for everyday words to build vocabulary.

Concepts within Unit # 3 Link to TEKS	Success Criteria for this unit
<p>Concept #1: Writers Craft Their Setting, Character, and Plot to Make a New Version of a Favorite Story</p> <p>2.11(A), 2.11(B), 2.10(A), 2.12(A), 2.10(B), 2.10(C), 2.11(D)iv, 2.11(D)iii, 2.11(D)vii, 2.10(F)</p>	<ul style="list-style-type: none"> Generates ideas for stories Stories have a clear plot Draws and writes to communicate meaning to a reader Develops a plot and character in writing Adds details to their writing (such as descriptive and emotional language)
<p>Concept #2: Writers Think About their Word Choice and Share Their Writing with Others</p>	

2.11(C), 2.11(D)ii, 2.11(D)viii, 2.11(D)x, 2.11(E), 2.10(A), 2.11(B), 2.12(A), 2.10(B), 2.10(C), 2.11(D)iv, 2.11(D)iii, 2.8(B), 2.8(C)	<ul style="list-style-type: none"> • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation Practices correct capitalization, punctuation, and grammar
Phonics, Spelling and Word Study 2.2(A)iii, 2.2(B)i, 2.2(B)iv, 2.2(B)vii, 2.2(B)vi, 2.2(C)iii, 2.2(C)vi, 2.2(D)x, 2.2(B)vii, 2.3(C)	
Integrated Standards 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.2(E), 2.10(E), 2.2(C)i, 2.2(C)ii, 2.2(C)iii, 2.2(C)iv, 2.2(C)v, 2.2(C)vi, 2.11(D)ix, 2.11(D)xi, 2.11(D)vi	

Unit 4: Writers Write Poetry
 Estimated Date Range: 11/28-12/16
 Estimated Time Frame: 15 days

Unit Overview:
 In this unit, students will find significance in the ordinary details of their lives, writing with detail, making reading-writing connections, and utilizing a variety of revision strategies to write poetry.

In the first concept, *Poets Write Poems About Anything and Everything*, students learn to look at everyday objects through the lens of a poet.

In the second concept, *Poets Revise Their Words and Structure Before Sharing Their Poems*, students focus on choosing precise and poetic language for their poems. Students will also practice with line breaks and lengths of lines in order to get the structure that best fits their poem.

At home Connections:

- Read poems with your students and talk about the words the poet uses.
- Write a poem together about everyday objects.

Take turns choosing words to describe everyday objects.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this unit
Concept #1: Poets Write Poems About Anything and Everything 2.11(A), 2.11(B), 2.11(C), 2.10(A), 2.10(D), 2.12(A), 2.9(B), 2.11(D)iv, 2.11(D)iii, 2.11(B)i, 2.11(B)ii, 2.10(B), 2.10(F)	<ul style="list-style-type: none"> • Generates ideas for poems • Writes to communicate meaning to a reader • Adds details to their writing (such as descriptive and emotional language) • Discusses their writing and decisions made as a writer • Shares writing with others • Practices capitalization, punctuation, and grammar
Concept #2: Poets Revise Their Words and Structure Before Sharing Their Poems 2.11(C), 2.11(D), 2.11(E), 2.10(D), 2.12(A), 2.11(D)iv, 2.11(B)i, 2.11(B)ii, 2.10(B), 2.10(F)	
Phonics, Spelling and Word Study 2.2(A)iii, 2.2(B)iii, 2.2(B)iv, 2.2(B)v, 2.2(B)vii, 2.2(C)xi, 2.2(C)vi, 2.3(A), 2.3(B), 2.3(D)	
Integrated Standards	

2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.2(E), 2.10(E), 2.2(C)i, 2.2(C)ii, 2.2(C)iii, 2.2(C)vi, 2.11(D)ix, 2.11(D)x, 2.11(D)xi, 2.11(D)vi	
Grading Period 3	
Unit 5: Writers Write Informational Pieces Estimated Date Range: 1/05 -2/16 Estimated Time Frame: 30 days	
<p>Unit Overview:</p> <p>In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.</p> <p>In the first concept, <i>Writers Write What They Know a Lot About</i>, students will choose a topic they know a lot about and write about it. Their writing requires them to think deeply about something they have a lot to say about and share their knowledge with others.</p> <p>In the second concept, <i>Writers Write What They Know How to Do</i>, students think about something they know how to do well and write the procedures for doing it.</p> <p>At home Connections:</p> <ul style="list-style-type: none"> • Help your student write about their favorite hobby (i.e. how to play tennis) and then send it to a friend. Choose a topic and create an all about book. On each page, write facts about the topic. For example, an all about our neighborhood book or all about cats book. 	
Concepts within Unit # 5 Link to TEKS	Success Criteria for this unit
Concept #1: Writers Write What They Know a Lot About 2.11(A), 2.11(B), 2.11(C), 2.11(D)iii, 2.11(D)j, 2.11(D)x, 2.11(E), 2.10(A), 2.12(B), 2.9(B)i, 2.11(D)i, 2.11(D)x, 2.11(D)xi, 2.11(D)iv, 2.11(B)i	<ul style="list-style-type: none"> • Generates ideas for informational texts • Writing includes central idea and supporting details • Procedural text includes steps in a sequence • Writes to communicate meaning to a reader • Adds details to their writing (such as text features, description words) • Discusses their writing and decisions made as a writer • Shares writing with others • Practices capitalization, punctuation, and grammar •
Concept #2: Writers Write What They Know How to Do 2.11(A), 2.11(B), 2.11(C), 2.11(D)vi, 2.11(D)ii, 2.11(D)v, 2.11(E), 2.10(A), 2.12(B), 2.9(B)i, 2.9(B)ii, 2.11(D)i, 2.11(D)x, 2.11(D)iii, 2.11(D)iv, 2.11(D)xi, 2.11(B)i,	
Phonics, Spelling and Word Study 2.2(A)iii, 2.2(B)iii, 2.2(B)iv, 2.2(B)v, 2.2(B)vii, 2.2(C)iii, 2.3(A), 2.3(B), 2.3(D), 2.2(E)	
Integrated Standards 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.2(E), 2.10(E), 2.2(C)i, 2.2(C)ii, 2.2(C)vi	
Unit 6: Readers and Writers Are Researchers Estimated Date Range: 2/21-3/10 Estimated Time Frame: 14 days	
<p>Unit Overview:</p>	

In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing.

In concept one, *Researchers Explore What They Want to Research and Dig Deeper into the Topic*, students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them.

In concept two, *Researchers Read to Gather Facts*, students continue to read informational texts and look for facts applicable to their research.

In concept three, *Researchers Make a Plan and Publish Their Work*, students work on organizing their information. Once it is organized, students will present their research in various ways.

At home Connections:

- Research a topic that your child is interested in together. For example, if your child asks a question about the moon you can research by using the internet or finding books to learn more about the moon together. Then create a book of facts about the topic you are researching.

Concepts within Unit # 6 Link to TEKS	Success criteria for this unit
Concept #1: Researchers Explore What They Want to Research and Dig Deeper into the Topic 2.13(A), 2.13(C), 2.13(D), 2.10(A), 2.10(C), 2.9(B)i, 2.6(G), 2.9(D)ii, 2.9(E)ii, 2.7(D), 2.10(B), 2.7(F), 2.13(E), 2.6(E)	<ul style="list-style-type: none"> • Gathers and organizes information read about a chosen topic • Organizes writing about a topic • Writes to communicate meaning to a reader • Uses author’s craft appropriate to the genre and purpose • Adds text features • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct letter formation • Uses correct grammar, punctuation, and capitalization
Concept #2: Researchers Read to Gather Facts 2.13(A), 2.13(B), 2.13(C), 2.13(D), 2.9(B)i, 2.6(G), 2.9(D)ii, 2.9(E)ii, 2.7(D), 2.10(B), 2.7(F), 2.13(E), 2.6(E), 2.10(A), 2.10(C)	
Concept #3: Researchers Make a Research Plan and Publish Their Work 2.11(A), 2.11(B), 2.11(C), 2.11(D), 2.11(E), 2.10(A), 2.13(E), 2.13(F), 2.13(G), 2.12(B), 2.10(B), 2.10(C), 2.11(B)i, 2.11(B)ii, 2.13(E), 2.6(E)	
Phonics, Spelling and Word Study 2.2(A)iii, 2.2(B)i, 2.2(B)iii, 2.2(B)iv, 2.2(B)vii, 2.2(C)iii, 2.2(C)vi, 2.2(D)x, 2.3(D), 2.2(B)vii, 2.3(D), 2.3(C)	
Integrated Standards 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(E), 2.7(B), 2.10(E), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.6(C)	

Grading Period 4

Unit 7: Writers Learn From Mentor Texts

Estimated Date Range: 3/20-4/14

Estimated Time Frame: 18 days

Unit Overview:

In this unit, students will understand that everything in a text is chosen with purpose and intent for the reader to comprehend and enjoy. In this unit, our focus is on author’s craft. While this can be included in all stages of the writing process, but will be emphasized during revision.

In concept one, *Writers Notice and Name What Authors Do and Revise Add Craft to Their Own Writing*, students will study mentor texts and notice what makes the text exceptional and give the craft technique a name. Students will use what they’ve learned about craft and go back into past writing and add the craft they have learned about.

In concept two, *Writers Revise by Trying Out Crafting Techniques*, students will use what they’ve learned about craft and go back into past writing and add the craft they have learned about.

In concept three, *Writers Write Persuasive Letters About Their Favorite Mentor Author*, students choose which author they like the best and write a persuasive letter about why they are the best mentor author.

At home Connections:

- As you are reading to your student, discuss words the author uses to describe things.
- Talk about your favorite author and share why you love that author’s writing.
- As you write with your student, try to add descriptive words.

Concepts within Unit # 7 Link to TEKS	Success criteria for this unit
<p>Concept #1: Writers Notice and Name What Authors Do and Revise Add Craft to Their Own Writing</p> <p>2.11(C), 2.11(D)iv, 2.11(E), 2.10(A), 2.10(D), 2.10(B), 2.10(C), 2.12(A), 2.12(B), 2.10(F), 2.11(A), 2.11(B), 2.8(D), 2.8(B)</p>	<ul style="list-style-type: none"> • Recognizes craft specific to an author • Revises work by adding craft used by an author studied • Writes to communicate meaning to a reader • Adds descriptive words • Writes using labels, phrases, and sentences • Experiments with punctuation as craft • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct grammar, punctuation, and capitalization
<p>Concept #2: Writers Write Persuasive Letters About Their Favorite Mentor Author</p> <p>2.11(A), 2.11(B), 2.11(C), 2.11(D)iii, 2.11(D)vii, 2.11(E), 2.10(A), 2.10(D), 2.10(B)2.12(C), 2.9(E)i, 2.9(E)ii, 2.12(A), 2.129B), 2.11(D)iv</p>	
<p>Phonics, Spelling and Word Study</p> <p>2.2(A)iii, 2.2(B)i, 2.2(B)iv, 2.2(B)vii, 2.2(B)vi, 2.2(C)iii, 2.2(C)vi, 2.2(D)x, 2.2(B)vii</p>	
<p>Integrated Standards</p> <p>2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E). 2.2(E), 2.10(E), 2.2(C)i, 2.2(C)ii, 2.2(C)iii, 2.2(C)iv, 2.2(C)v, 2.2(C)vi, 2.11(D)ix, 2.11(D)x, 2.11(D)xi, 2.11(D)vi</p>	

Unit 8: Writers Write Imaginative Stories
 Estimated Date Range: 4/19-5/26
 Estimated Time Frame: 28 days

In this unit, students will use their creativity to develop their own imaginative stories. Students will explore mentor texts, both realistic and fantasy, for inspiration to create interesting characters, settings, and plots.

In concept one, *Writers Write About Characters They Imagine*, students will spend time creating a character that they want to write about across several pieces. Students will use what they know about fiction and narrative writing to create a story about the character.

In concept two, *Writers Create Another Adventure for Their Character*, students will use what they learn about series in reading and create another adventure for the character they created.

At home Connections:

- Tell fantasy stories to your child. (Fantasy often includes magic and animals as characters) Encourage your child to contribute to the story telling.
- Have your child draw a picture of a character and tell you different adventures this character can go on.

Concepts within Unit # 8 Link to TEKS	Success criteria for this unit
Concept #1: Writers Write About Characters They Imagine 2.11(A), 2.11(B)i, 2.11(B)ii, 2.11(C), 2.11(D)x, 2.11(E), 2.10(A), 2.10(D), 2.8(B), 2.8(C), 2.8(D), 2.10(B), 2.10(C), 2.11(D)v, 2.12(A)	<ul style="list-style-type: none"> • Chooses a purpose for writing • Chooses a universal theme to write about in different genres • Writes to communicate meaning to a reader • Chooses author’s craft specific to the purpose of the writing • Discusses their writing and decisions made as a writer • Shares writing with others • Uses correct grammar, punctuation, and capitalization
Concept #2: Writers Create Another Adventure For Their Character 2.11(A), 2.11(B)i, 2.11(B)ii, 2.11(C), 2.11(D)viii, 2.11(D)x, 2.11(E), 2.10(A), 2.8(B), 2.8(C), 2.8(D), 2.11(D)v, 2.12(A)	
Phonics, Spelling and Word Study 2.2(A)iii, 2.2(B)i, 2.2(B)iii, 2.2(B)iv, 2.2(B)vii, 2.2(C)iii, 2.2(C)vi, 2.2(D)x, 2.3(D), 2.2(E), 2.2(B)vii, 2.3(D), 2.3(C)	

Glossary

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Learning Progression—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

Parent Supports

The following resources provide parents with ideas to support students’ understanding

- [How to Help Children Edit and Revise](#)
- [How to Help Children Write a Story](#)
- [How to Encourage Higher Order Thinking](#)

Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.

Interactive Read Aloud-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

Reading Workshop-During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

Writing Workshop-During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

Phonics and Word Study-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.