# Second Grade Writing Overview 2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

## Definitions

**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.

## 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.

Adopted Resources
Elementary: https://www.fortbendisd.com/Page/93917

Grading Period 1

Unit 1: Launching Writing Workshop
Estimated Date Range: 8/14-9/13
Estimated Time Frame: 22 days

Unit Overview:
The year begins by implementing a workshop approach and establishing living 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.

Big Ideas:

• Writers are collecting ideas for writing from their world around them. (memories, people, places, things they care about, books they love)
• Writers plan their writing so their audience understands their message.
• Writers edit as they go by re-reading so their writing is clear to their audience.
• Writers revise to add more detail to make a picture in the reader’s mind.

**Essential Questions**
• How do writers live a writerly life? What do writer’s write about?
• Why do writers plan their writing?
• How do writers edit while they draft?
• What is revision and why does it matter?

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<th>Concepts within Unit #1</th>
<th>TEKS</th>
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<td>Concept #2: Writers Use the Writing Process</td>
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<td>Concept #3: Writers Work with the Teacher</td>
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<td>Phonics, Spelling and Word Study</td>
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<td>2.2(E), 2.10(E), 2.2(C)i, 2.2(C)vi</td>
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**Unit 2: Writers Write Personal Narratives**
Estimated Date Range: 9/16-10/18
Estimated Time Frame: 23 days – 5 of these days are in the 2nd grading period

**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.

**Big Ideas:**
• Writers share a small moment by zooming in and writing details so the reader can visualize what happened.
• Writers elaborate by using dialogue, thoughts, and showing not telling.

**Essential Questions**
• How do writers share a small moment in their life?
• How do I make characters come to life?
Unit 3: Writers Write Informational Pieces
Estimated Date Range: 10/21-11/22
Estimated Time Frame: 24 days

Unit Overview:
In this unit, students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge.

In the first concept, *Writers Write What They Know a Lot About*, 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.

In the second concept, *Writers Write What They Know How to Do*, students think about something they know how to do well and write the procedures for doing it.

Big Ideas:
- Writers make their informational writing interesting by creating a strong central idea and elaborating on supporting details.
- Writers make their procedural writing clear by choosing to write about something they do often and writing clear steps to help the reader visualize doing it.

Essential Questions
- What do writers do to make their informational writing interesting to the reader?
- What do writers do to make their procedural writing clear?

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<td>Concept #2: Writers Write What They Know How to Do</td>
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<td>Phonics, Spelling and Word Study</td>
<td>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)</td>
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Unit 4: Writers Write Poetry
Estimated Date Range: 12/2-12/19
Estimated Time Frame: 14 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.

**Big Ideas:**
- Poets use careful word choice, rhythm, and their five senses to create poems with big feelings.
- Poets revise their work so that the structure and words allow the reader to feel and understand what the poet intends.

**Essential Questions**
- What are the crafting techniques that poets use to convey big feelings in a limited number of words?
- Why do poets revise their work?

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<th>Concepts within Unit # 4</th>
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<td>Phonics, Spelling and Word Study</td>
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**Grading Period 3**

**Unit 5: Writers Write Adaptations of Their Favorite Stories**

*Estimated Date Range: 1/7-1/31*
*Estimated Time Frame: 18 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.

**Big Ideas:**
- Writers adapt stories by changing the setting, characters, and use a variation of the original plot.
- Writers focus on word choice so their story is more engaging and clear for the reader.

**Essential Questions**
- How do writers adapt their favorite stories to make them their own?
- Why do writers focus on word choice?
Unit 6: Writers Learn From Mentor Texts
Estimated Date Range: 2/3-2/28
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.

Big Ideas:
- Writers learn from mentor authors by noticing what the author has done and then try out the technique in their own writing.
- Writers use craft to make their writing exciting and to help them achieve their purpose.
- Writers write persuasive pieces to try to convince someone to think or do something.

Essential Questions
- How do writers analyze mentor texts to make their own writing more powerful?
- Why do writers use craft techniques in their own writing?
- Why do writers write persuasive pieces?

Concepts within Unit # 6

| Concept #1: Writers Notice and Name What Authors Do and Revise Add Craft to Their Own Writing | 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), 2.12(F) |
| Concept #2: Writers Write Persuasive Letters About Their Favorite Mentor Author | 2.11(A), 2.11(B), 2.11(D)iii, 2.11(D)vii, 2.11(E), 2.10(A), 2.10(D), 2.10(B), 2.10(C), 2.12(A), 2.12(B), 2.12(C), 2.9(E), 2.9(E)iii, 2.12(A), 2.129B), 2.11(D)iv |
| Phonics, Spelling and Word Study | 2.2(A)iii, 2.2(B)jii, 2.2(B)jv, 2.2(B)vi, 2.2(C)iii, 2.2(C)vi, 2.2(D)ix, 2.2(D)xvi, 2.2(D)vii |
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Grading Period 4

Unit 7: Readers and Writers Are Researchers
Estimated Date Range: 3/2-4/3
Estimated Time Frame: 20 days – 5 of these days are in the 3rd 9 weeks

Unit Overview:
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.

Big Ideas:
- Readers discover what they are interested in and do research to learn more.
- Researchers use all they know about reading to find facts about a topic of their choosing.
- Researchers organize their information and share what they have learned with others.

Essential Questions
- Why do readers research?
- How to researchers gather facts?
- What do researchers do with the information they discover?

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<td><strong>Concept #1:</strong> Researchers Explore What They Want to Research and Dig Deeper into the Topic</td>
<td>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)</td>
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<td><strong>Concept #2:</strong> Researchers Read to Gather Facts</td>
<td>2.13(A), 2.13(B), 2.13(C), 2.13(D), 2.9(B), 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)</td>
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<td><strong>Concept #3:</strong> Researchers Make a Research Plan and Publish Their Work</td>
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<td><strong>Phonics, Spelling and Word Study</strong></td>
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Unit Overview:
In this unit, students will be writing in a variety of genres. Students will be creating text sets that consist of poetry, fiction, and persuasive text focused on science content. This unit integrates reading, writing, and science as well as gives the students to show off their writing skills in multiple ways.

In concept one, Poets Choose Their Words Carefully, writers revisit poetry and use all they have learned to create poems in purposeful and precise ways.

In concept two, Writers of Fiction Entertain Their Readers, writers will use everything they know about the genre of fiction to write a story that will be interesting to the reader.

In concept three, Writers of Persuasive Text Move Their Readers to Action, writers will use everything they know about the persuasive genre and write a piece to convince their readers to take action around an issue they have learned about in science.

In concept four, Writers Publish Their Work and Celebrate, writers will choose one piece of their work to publish and share with others. Writers will reflect on the year and celebrate their growth as writers.

Big Ideas:
- Poets use careful word choice, rhythm, and their five senses to create poems with big feelings.
- Writers what they know about the structure of stories and what they have seen in mentor texts to help them craft fictional stories.
- Writers what they know about the persuasive genre in order to be effective writers in genre.
- Writers celebrate their work to honor the hard work that went into creating their finished pieces of writing.

Essential Questions
- What are the crafting techniques that poets use to convey big feelings in a limited number of words?
- What skills do writers use to craft fictional stories?
- What skills do writers use to craft persuasive pieces?
- Why do writers celebrate their work?

Concepts within Unit # 8

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<td>Concept #2: Writers of Fiction Entertain Their Readers</td>
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<td>Concept #3: Writers of Persuasive Text Move Their Readers to Action</td>
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<td>Concept #4: Writers Publish Their Work and Celebrate</td>
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Unit 9: Writers Write Imaginative Stories
Estimated Date Range: 5/4-5/28
Estimated Time Frame: 18 days

Unit Overview:
In this unit, students will be creating imaginative stories about a character they create. Students will be reading series in reading and have the opportunity to create a mini-series of their own in writing.

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.

Big Ideas:
- Writers come up with ideas for writing fiction from their own lives, books they read, and their imagination.
- Writers study mentor texts (series) to find craft techniques that they love and want to try in their own writing.

Essential Questions
- How do writers come up with ideas for writing fiction?
- Why do writers study mentor texts (series)?

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<td>Concept #2: Writers Create Another Adventure for Their Character</td>
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