

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: **Second Grade**

Enduring Understanding: **WRITING** is a message-getting, problem-solving activity that increases in power and flexibility the more it is practiced.

Concept	Learning Target	Why we are teaching/learning this concept	1	2	3	4	5	6	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
Writers understand concepts about how print and texts work.	I can begin my sentences in different ways. I can vary the length of my sentences.	Writers vary the kinds of sentences they write. This variety adds to the flow and clarity of what they write.								<ul style="list-style-type: none"> • Variety • Vary • Clarity • Flow 	<p><u>Performance Assessments</u></p> <ul style="list-style-type: none"> ▪ Anecdotal notes (in small and whole group settings during interactive writing and shared writing) ▪ Conference Notes ▪ Dominie Dictation Class Analysis Sheet ▪ Dominie Dictation Task <p><u>Product Assessments</u></p> <ul style="list-style-type: none"> ▪ Drawing/ Writing in Response to Reading ▪ Writing Samples 	<p><u>LEARNING SKILLS OBJECTIVES</u></p> <p><u>Information & Communication Skills</u></p> <p>PK-2.1.TT1 PK-2.1.TT2 PK-2.1.TT3 PK-2.1.TT4 PK-2.1.TT7</p> <p><u>Thinking & Reasoning Skills</u></p> <p>PK-2.2.TT1 PK-2.2.TT3</p> <p><u>Personal and Workplace Skills</u></p> <p>PK-2.3.TT1 PK-2.3.TT2 PK-2.3.TT3 PK-2.3.TT5 PK-2.3.TT6</p> <p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Digital storytelling • Kidspiration
	I can edit my writing for some capitalization, ending punctuation, spelling, and appropriate grammar.	Writers edit their work to check that spelling, punctuation, capitalization, and grammar are correct.							2.2.02 2.2.06 2.2.07 2.2.08	<ul style="list-style-type: none"> • Edit • Grammar • Conventional spelling • Invented spelling • Capitalization • Punctuation (period, question mark, exclamation mark) 		
	I can use dialogue in my writing with help from my teacher.	Writers use dialogue in their writing to make it more interesting.								<ul style="list-style-type: none"> • Dialogue • Quotation marks 		
	I can write some words quickly and correctly. These are words I use a lot in my	Writers learn to write words correctly that they use often.							2.2.05	<ul style="list-style-type: none"> • Conventional spelling 		

Items in BOLD face print are introduced at this grade level.

Time frames are shaded for the 6 weeks periods when learning targets are introduced and continued.

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Writers develop a core of known words.	writing. *The amount increases over time.	Knowing how to spell words helps them get their ideas down quickly and helps others read them.										<ul style="list-style-type: none"> • MS Paint • MS PowerPoint • MS Word • Odyssey • readwritethink.org (selected lessons) • Thinkfinity.org • Whiteboard • WVDE Teach 21 Strategy Bank
Writers distinguish how letters and words look or sound different.	I can use letter combinations I've learned to record sounds I hear for words I'm not sure how to write.	Writers think about how some sounds are represented by letter combinations. They use these combinations to record spellings that look like words in our language to help them and others read what they write.							2.2.05	<ul style="list-style-type: none"> • Letter combination • Digraphs • Vowel combinations 		
Writers use a range of strategies to record words and ideas.	I can use things in the classroom to help me write certain words the way they would look in a book. I know which resources to use that will best help me with recording my writing work. (e.g. word wall, dictionaries)	Writers use resources that are around them to help them record their ideas.							2.2.05 2.2.10 2.2.11	<ul style="list-style-type: none"> • Resources • Record 		

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	I can think about words I know to help me write new words. (uses analogy and word families to record novel words)	Writers use words they know to help them to record unknown words so they look like words in our language, making it easier to read their work.									<ul style="list-style-type: none"> • Analogy • Word families 	
Writers have various ways to check their work. Writers search and revise their writing to check that it makes sense.	I can reread my message to make sure it makes sense. If something isn't quite right, then I can go back and fix it.	Writers reread their work to make sure it is focused, organized, and clear. Rereading helps them check that their piece says what they want it to say.							2.2.02 2.2.03 2.2.04	<ul style="list-style-type: none"> • Revise • Caret • Asterisk • Spider-legs • Sequence • Content • Details • Reread • Organized • Focused 		
	I can reread my work to make sure it is organized and clear. If something isn't quite right, then I can go back and fix it with the help of my teacher.	Writers revise to make their piece stronger and clearer. Revision is re-seeing. Writers don't have to get it right the first time.										
		Writers have different options for revising content (add, take out, reorder).										
	I can edit my writing for correct spelling of words that I use often.	When writers use conventional spelling, it is easier to read.							2.2.04 2.2.05	<ul style="list-style-type: none"> • Edit • Conventional spelling 		

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Writers are actively engaged in thinking and talking about their work before, during, and after writing.	I can tell and write stories from my life.	Writers see their lives as a source for story ideas. They can tell these stories and then write them down for others to read.							2.2.04				
	I can tell and write stories that have more than one action/event and go in order.	Writers tell stories that are in order so they make sense.								<ul style="list-style-type: none"> • Action • Event 			
	I can use my writing time to draw pictures that show my ideas or stories.	Writers can use pictures, letters, and words to record their stories/ideas.											
	I can draw things that help others understand what my story is about. I can include details in my illustration.	Writers use drawings/ illustrations to help others understand what their pieces are about.								2.2.03 2.2.04 2.2.11	<ul style="list-style-type: none"> • Illustration • details 		
	I can talk about what I have drawn and/or written.	Writers talk with other writers/people about what they have drawn and/or written. Writers share their work with others.								2.2.04			
	I can choose the best way to organize and plan my writing. (e.g. talking with partners, sketching, touching page and telling story, telling story across fingers, use of graphic organizers)	Writers plan for their writing work. They have different ways to plan. The planning helps them to notice if what they have written makes sense, is focused, and is organized.								2.2.02 2.2.03 2.2.04 2.2.09	<ul style="list-style-type: none"> • plan • sketch • graphic organizers 		

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Writers have specific techniques for organizing their writing.	I can write a narrative text that: <ul style="list-style-type: none"> • Is organized/ordered by time • Uses the structure and elements of Somebody Wanted But So (SWBS) • Reflects a story structure diagram 	Writers know that stories have features that readers expect and they include these elements in their stories.							2.2.03 2.2.04 2.2.09	<ul style="list-style-type: none"> • Narrative • Story structure • Rise in tension • Turning point • Resolution • Focus • Main idea • Event • Elements 		
	I can include a main/important idea and support/extend it with details. I can do this with greater independence.	Writers know their writing is trying to say something. They include an important idea to share their thinking with others in an understandable way.							<ul style="list-style-type: none"> • Main idea • Extend • Details • Independence 			
	I can write a story that has several events and appropriate details for each.	Writers know that stories are more interesting for the reader if they contain events and supporting details.							2.2.03 2.2.04			

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Writers develop a sense of purpose about their writing.	I can learn about writing from the work of published writers. I can tell what I learned about writing well after studying various pieces of writing. I can use things I've learned from studying other writing. I can do these things with help from my teacher. (e.g. details, strong leads, sensory imagery, repetition, beautiful language, etc.)	Writers study craft to imagine how something could be written. This thought process gives writers energy and intention for their work.							2.2.09 2.2.11 2.3.01 2.3.02	<ul style="list-style-type: none"> • Craft • Published writers • Quality • Imagine • intention 		
	I can increase my stamina for writing across the year.	Writers set goals so they continue to grow as a writer and develop a good work ethic. (e.g. using time efficiently, working independently, seeing value in the work they do, etc.)							2.2.04	<ul style="list-style-type: none"> • Stamina 		
	I can write with intention, investment, and purpose.	Writers set goals so they continue to grow as a writer and develop a good work ethic. (e.g. using time efficiently, working independently, seeing value in the work they do, etc.)							2.2.09	<ul style="list-style-type: none"> • Work ethic • Goals • Intention • investment • independence • Value 		
	I can <ul style="list-style-type: none"> • Select pieces for publication • Talk about the meaning or message • Give reasons for the selection 	Writers publish their work so others can learn from it and/or enjoy it.							2.2.04	<ul style="list-style-type: none"> • Publish • Purpose • Select 		

References/Resources:

- Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
Calkins, Lucy, *Units of Study for Primary Writing: A Yearlong Curriculum*, Portsmouth, New Hampshire, Heinemann, 2003.
Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.
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Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades K-2 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.
Heard, Georgia, *The Revision Toolbox*, Portsmouth, New Hampshire, Heinemann, 2002.
Ray, Katie Wood, *About the Authors*, Portsmouth, New Hampshire, Heinemann, 2004.
Ray, Katie Wood, *Wondrous Words*, National Council of Teachers of English, January 1, 1999.
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