

| Writing Pacing Guide  |  | Grade Two  |   | Quarter One   |  | Adopted 6.05.06  |  |
|---|--|--|---|---|--|--|--|
| Focus:<br>Narrative   | Letter/Word<br>Study   | Six Traits   |   | Instructional<br>Strategies   | Resources                                  | Performance<br>Assessment  |  |
|   |  | Writing Process  | Grammar/<br>Mechanics   |   | Essential Lessons<br>from <u>Treasures</u> |  |  |
| Traits<br>Ideas<br>Voice<br>Conventions<br>Sentences<br>Sentence<br>Fluency | <ul style="list-style-type: none"> <li>- phrase</li> <li>- story</li> <li>- question mark</li> <li>- incomplete sentence</li> <li>- topics</li> <li>- complete sentence</li> <li>- first</li> <li>- ending</li> <li>- last</li> <li>- noun</li> <li>- punctuation mark</li> <li>- question mark</li> <li>- period</li> <li>- name</li> </ul> | <b>Ideas and Content</b><br>- focused topic<br><br><b>Organization</b><br>- compose a simple paragraph<br>- beginning, middle, end<br>- main idea and supporting details<br><br><b>Word Choice</b><br>- introduce enriched vocabulary<br>- variety of words<br><br><b>Sentence Fluency</b><br>- express complete thoughts<br>- begin with different words<br><br><b>Voice</b><br>- personality (writer can be seen in illustrations and writing) | <b>Conventions</b><br>- capitals<br>- ending punctuation<br>- special names with capitals, holidays, days of the week, months of the year, titles, and initials | <ul style="list-style-type: none"> <li>- use graphic organizers to organize writing</li> <li>- use the form of narrative or expository to structure the plan</li> <li>- use word wall to edit spelling</li> <li>- use simple dictionary to edit spelling</li> <li>- use 2<sup>nd</sup> grade writing word list</li> </ul> | <u>Treasures</u><br>Unit 1<br>Week 2, 5    | <i>Little Bear Goes to the Moon</i><br>District Writing Assessment using the Developmental Writing Rubric<br><br>Personal narrative using 2 <sup>nd</sup> Grade Personal Narrative Rubric<br><br>End of Unit Assessment Personal Narrative |  |

| <b>Writing Pacing Guide</b>   |  | <b>Grade Two</b>   |  | <b>Quarter Two</b>   |  | <b>Adopted 6.05.06</b>  |  |
|---|--|--|--|--|--|---|--|
| <b>Focus:<br/>Narrative</b>   | <b>Letter/Word<br/>Study</b>   | <b>Six Traits</b>  |  | <b>Instructional<br/>Strategies</b>  | <b>Resources</b>   | <b>Performance<br/>Assessment</b>   |  |
|   |  | <b>Writing Process</b>   | <b>Grammar/<br/>Mechanics</b>  |  | <b>Essential Lessons<br/>from Treasures</b>                    |   |  |
| <b>Traits</b><br><b>Organization</b><br><b>Ideas</b><br><b>Voice</b><br><b>Conventions</b><br><b>Sentence</b><br><b>Fluency</b> | <ul style="list-style-type: none"> <li>- underline</li> <li>- describe</li> <li>- word order</li> <li>- exclamation point</li> </ul> | <b>Word Choice</b> <ul style="list-style-type: none"> <li>- sensory details</li> <li>- vocabulary (rich and varied)</li> </ul> <b>Ideas and Content</b> <ul style="list-style-type: none"> <li>- getting reader's addition</li> <li>- focused topic</li> </ul> <b>Organization</b> <ul style="list-style-type: none"> <li>- date</li> <li>- greeting/salutation</li> <li>- body closing</li> <li>signature</li> </ul> Sentence Fluency <ul style="list-style-type: none"> <li>- compound sentences</li> </ul> <b>Word Choice</b> <ul style="list-style-type: none"> <li>- sensory details</li> <li>- vocabulary (rich and varied)</li> </ul> <b>Sentence Fluency</b> <ul style="list-style-type: none"> <li>- compound sentences</li> </ul> <b>Voice</b> <ul style="list-style-type: none"> <li>- write many ways on many different types of writing</li> <li>- engages readers to want to read again</li> </ul> | <b>Conventions</b> <ul style="list-style-type: none"> <li>- comma's in a list</li> <li>- correct grammar</li> <li>- quotation marks</li> <li>- compound words</li> </ul> | <ul style="list-style-type: none"> <li>- Poetry</li> <li>- Drama</li> <li>- Narrative</li> <li>- Literature responses</li> <li>- Journals</li> <li>- Literature log</li> <li>- Introduce how to write a summary</li> <li>- use standard editing marks</li> <li>- reread to check meaning</li> <li>- revise to vary sentence beginnings, add details, and change word choice</li> </ul> | <u>Treasures</u><br>Unit 2<br>Week 2, 4<br>Unit 3<br>Week 1, 5 | End of Unit Assessment<br>How-To Article<br><br>End of Unit Assessment<br>Persuasive Letter |  |
| <b>Secondary<br/>Focus:<br/>Persuasive<br/>letter</b>   |  |  |  |  |  |   |  |

| <b>Writing Pacing Guide</b>   |  | <b>Grade Two</b>   |  | <b>Quarter Three</b>   |  | <b>Adopted 6.05.06</b>   |  |
|---|--|--|--|--|--|--|--|
| <b>Focus:</b><br>Expository<br><br><b>Traits:</b><br>Ideas<br>Organization<br>Word<br>Choice<br>Sentence<br>Fluency<br>Conventions<br>Voice<br><br><b>Secondary Focus:</b><br>Summary | <b>Letter/Word Study</b>   | <b>Six Traits</b>  |  | <b>Instructional Strategies</b>  | <b>Resources</b>   | <b>Performance Assessment</b>  |  |
|   |  | <b>Writing Process</b>   | <b>Grammar/Mechanics</b>   |  | <b>Essential Lessons from Treasures</b>                        |  |  |
|   | <ul style="list-style-type: none"> <li>- outline</li> <li>- missing word</li> <li>- word</li> <li>- apostrophe</li> <li>- pronoun</li> </ul> | <b>Ideas</b> <ul style="list-style-type: none"> <li>- focused topic</li> <li>- interesting details</li> </ul> <b>Organization</b> <ul style="list-style-type: none"> <li>- topic sentence</li> <li>- three or more details</li> <li>- conclusion</li> </ul> <b>Word Choice</b> <ul style="list-style-type: none"> <li>- recite words</li> <li>- use a variety of words</li> </ul> <b>Sentence Fluency</b> <ul style="list-style-type: none"> <li>- begin with different words</li> </ul> <b>Voice</b> <ul style="list-style-type: none"> <li>- effective language that engages the reader</li> <li>- awareness of audience</li> <li>- informative</li> </ul> | <b>Conventions</b> <ul style="list-style-type: none"> <li>- contractions</li> <li>- plurals and possessives</li> <li>- comparative adjectives, pronouns and irregular verbs</li> </ul> | <ul style="list-style-type: none"> <li>- shared writing of three paragraphs</li> <li>- research</li> <li>- use rubrics to evaluate own writing</li> <li>- introduce cursive writing</li> </ul> | <u>Treasures</u><br>Unit 4<br>Week 1, 4<br>Unit 5<br>Week 1, 4 | End of Unit Assessment<br>- Summary<br><br>End of Unit Assessment<br>- Story |  |

| <b>Writing Pacing Guide</b>   |  | <b>Grade Two</b>  |   | <b>Quarter Four</b>  |   | <b>Adopted 6.05.06</b>   |  |
|---|--|---|---|--|---|--|--|
| <b>Focus:</b><br>Descriptive<br><br><b>Traits:</b><br>Ideas<br>Organization<br>Voice<br>Word Choice<br>Sentence Fluency<br>Conventions<br><br><b>Secondary Focus:</b><br>Poetry | <b>Letter/Word Study</b>   | <b>Six Traits</b>   |   | <b>Instructional Strategies</b>  | <b>Resources</b>                        | <b>Performance Assessment</b>  |  |
|   |  | <b>Writing Process</b>  | <b>Grammar/Mechanics</b>  |  | <b>Essential Lessons from Treasures</b> |  |  |
|   | <ul style="list-style-type: none"> <li>- main topic</li> <li>- greeting</li> <li>- past tense</li> </ul> | <b>Voice</b><br>- writes to audience<br><br><b>Organization</b><br>- sequencing transitions<br>- appropriate structure for genre<br>- multi-paragraph putting information in groups<br><br><b>Word Choice</b><br>- rich colorful words<br><br><b>Sentence Fluency</b><br>- varied lengths | <b>Conventions</b><br>- commas in greeting, closing and dates<br><br>- capitals in addresses and countries<br><br>- subject/verb agreement and verb tense | <ul style="list-style-type: none"> <li>- use rubrics to evaluate own writing</li> <li>- cursive writing</li> </ul> | <u>Treasures</u><br>Unit 6<br>Week 1, 2 | <i>Little Bear Goes to the Moon</i><br>District Writing Assessment using Developmental Writing Assessment<br><br>End of Unit Assessment<br>- Description |  |