

TENTATIVE PUBLIC SCHOOL 209 SECOND GRADE WRITING CURRICULUM CALENDAR 2005-2006

Unit of Study/ Dates	From 9/12/05-9/16/05 Launching the Writing Workshop	From 9/19/05-10/21/05 Small Moments: Personal Narrative	From 10/24/06-11/23/05 Authors as Mentors (Author Study)
Focus/ Purpose	<p>"In this unit, we help all children see themselves as authors. We ensure that each child can carry on during the workshop, choosing topics from his/her life, planning for writing, and drafting as best he/she can. It is essential that writers learn the rituals and structures of the workshop." (Lucy Calkins)</p> <p>LUCY CALKINS UNIT 1 TEXT</p>	<p>For second grade, this unit should focus much more heavily on the process of planning out writing pieces and revising and polishing them to make them better. Writers' notebooks are introduced during this unit, along with the process of editing and revising with partners, as well as having conferences with the teacher for a final edit before publishing at the publishing center.</p> <p>LUCY CALKINS UNIT 2 TEXT</p>	<p>The most important message we give to children doing a writing workshop is this, "You are writers, like writers the world over." It makes sense, then, that for at least one unit of study, children are invited to look closely at the work of one writer and let that writer function as a mentor.. The class then studies and explores the author's crafting techniques (taken from T.C. Writing Curriculum Calendar)</p>
Possible Mini-Lessons	<ol style="list-style-type: none"> 1. Management and Routines <ol style="list-style-type: none"> a. How to get your folders b. How to use materials c. The structure of the workshop 2. Generating ideas from our lives 3. Writing the best we can 4. Re-reading and adding on when we think we're finished 	<ol style="list-style-type: none"> 1. Making sure that our idea is truly a small moment 2. Planning out story in writer's notebook before beginning to write 3. Revising and editing first alone, then with a partner, and then in a conference with the teacher 4. Using exciting language to make our writing better 5. Using the publishing center to add illustrations 	<ol style="list-style-type: none"> 1. Inviting students to live the writerly life 2. Help students study the author's craft techniques and try them in their own writing. 3. Students pick one craft technique to try in their writing. 4. Students revise and publish their writing.
Literacy Framework Connections	<ol style="list-style-type: none"> 1. Oral Storytelling (shared experience) 2. Storybooks and chapter books (Read Aloud) 3. Use of structure and format seen in independent reading, guided reading, and shared reading. 4. Phonics work/ Word Study 5. Criteria charts 	<ol style="list-style-type: none"> 1. Oral Storytelling (shared experience) 2. Storybooks and chapter books (Read Aloud) 3. Use of structure and format seen in independent reading, guided reading, and shared reading. 4. Phonics work 5. Criteria charts 	<ol style="list-style-type: none"> 1. Oral Storytelling (shared experience) 2. Storybooks/chapter books (Read Aloud) 3. Use of structure and format seen in independent reading, guided reading, and shared reading. 4. Phonics work 5. Criteria charts
Exemplary Work	<p>Story is planned out across pages, story is about one small moment, sight words are spelled correctly</p>	<p>Story is carefully planned out, stays within one small moment, has all sight words spelled correctly, the story continues over several pages, word choice is interesting and creative</p>	<p>Writing clearly shows elements of the studied writer's technique, in addition to expectations from previous units.</p>
Standards and Assessments	<p>W1, R1a, W2, W3a, W3c Portfolio Assessment: baseline checklist/ reflection</p>	<p>R1a, W1, W2, W3a, W3b</p>	<p>W1, W2a, W3, R3</p>

Unit of Study/ Dates	From 11/29/05-12/23/05 Writing for Real Purposes: Persuasive Writing	From 1/3/06-1/6/06 Mini-Unit: Reviewing What We've Learned	From 1/9/06-1/30/06 Realistic Fiction Pull Midline Pieces
Focus/ Purpose	In this unit of study, students will develop the skills to communicate their opinions and beliefs persuasively in writing. Students can write persuasive letters or essays.	The purpose of this unit is to guide students to recall the skills and strategies taught prior to the holiday vacation. This unit will give students the opportunity to continue to strengthen their ability to choose appropriate story ideas, and build upon the revision strategies that writer's use.	"The urge to write fiction begins when children are very young. Allowing children to satisfy this urge taps a new energy source which is something to behold. In this unit, we help students plan and tell their stories." (TC)
Possible Mini-Lessons	<ol style="list-style-type: none"> 1. Modeling the structure of persuasive writing (study of main idea and supporting details). 2. Importance of providing evidence for our beliefs in order to be persuasive. 3. Choosing appropriate occasions for the use of persuasive letters. 4. Careful word choice to enhance persuasiveness 	<ol style="list-style-type: none"> 1. Topic choice 2. Planning out writing in writer's notebook before beginning to write 3. Revising and editing first alone, then with a partner, and then in a conference with the teacher 4. Using exciting language to make our writing better 5. Using the publishing center 	<ol style="list-style-type: none"> 1. Using story elements to write made up stories 2. Developing characters' traits 3. Planning a fiction story. 4. Making sure that the story follows logically from one event to the next (cause and effect)
Literacy Framework Connections	During shared reading and read aloud, the teacher will select pieces that are persuasive writing, or that feature a persuasive component. This unit can have a meaningful real world connection by highlighting real issues through content area studies.	<ol style="list-style-type: none"> 1. Oral Storytelling (shared experience) 2. Storybooks and chapter books (Read Aloud) 3. Use of structure and format seen in independent reading, guided reading, and shared reading. 4. Phonics work 5. Criteria charts 	During shared reading and read aloud, the class will discuss story elements extensively, discuss the possible planning process that produced the story, discuss logical cause and effect in the progression of the story.
Exemplary Work	Writer chooses one message and expands on the idea. Word choice is careful and effective. Grammar and spelling are correct. Paragraphs include main ideas and supporting details. Writer has chosen appropriate topics for persuasive writing.	Writing is carefully planned out, has all sight words spelled correctly, the story continues over several pages, word choice is interesting and creative	Writing clearly shows elements of the studied writer's technique, in addition to expectations from previous units.
Standards and Assessments	W1, R1a, W2, W3a, W3c Portfolio Assessment: baseline checklist/ reflection	W1, W2a, W3, R2c, R3	W1, W2a, W3a, W3b, W3c, W3d, R3a

Unit of Study/ Dates	From 2/1/06-2/17/06 Writing How-To Books	From 2/27/06-3/20/06 Writing From Research ("All About" Writing)	From 3/20/06-4/14/06 Dramatic Writing (Writing for Performance)
Focus/ Purpose	This unit focuses on inviting children, who now see themselves as writers, to become teachers by suggesting that they use writing as a way to teach others. This is a genre that requires writers to write with an especially keen attention to their audience, anticipating what their readers will need to know and when they'll need to know it (TC Curriculum Calendar)	Students will build on what they have learned about reading non-fiction and research during reading, and through their previous experience writing all about books in first grade and kindergarten. They will work with the deeper research they have gathered in reader's workshop to create in-depth research projects to present to the class on the subject of their choice.	In this unit, students will apply their knowledge of scripts and plays that they acquired during their reader's workshop study of drama, and will create their own stories in script form and practice them in preparation for performance.
Possible Mini-Lessons	<ol style="list-style-type: none"> 1. Telling a sequence of steps the reader needs to follow. 2. Deciding what the reader needs to know to successfully complete the process. 3. Using explicit, clear language to describe each step. 4. Using the strategy of acting out the process to help decide what to include in the book. 	<ol style="list-style-type: none"> 1. Finding missing information 2. Organizing our research 3. Planning out our writing before we begin 4. Adding the structures of non-fiction writing (index, glossary, chapters, headings, etc.) 5. Using the publishing center to add illustrations 	<ol style="list-style-type: none"> 1. Understanding the structure of scripts 2. Identifying and using the "helpers" in scripts 3. Developing characters in plays 4. Revising your script to make the story clear (cause and effect, etc.)
Literacy Framework Connections	<ol style="list-style-type: none"> 1. Oral Storytelling (shared experience) Ex: such as making play dough or a snack 2. Read alouds that teach us how to do something 3. Reading Instructions (reading centers) 	<ol style="list-style-type: none"> 1. Shared Writing- completing a KWL chart documenting your whole-class topic. 2. Read Alouds on non-fiction topics, modeling how to learn different information on one topic. 3. Shared Reading, highlight the features of non-fiction books (labels, diagrams, headings). 	<ol style="list-style-type: none"> 1. Shared Writing modeling writing in the structure of scripts 2. Shared Reading and read aloud of plays and scripts 3. Shared Comparative reading of how a story looks and sounds in both book and script form
Exemplary Work	<ol style="list-style-type: none"> 1. Student uses the proper sequence of events to complete the process or project. 2. Student uses clear language to describe each step. 3. Student considers the information the reader needs to know in order to follow the directions. 	Projects contains in-depth research on the topic from a variety of different sources. Writing is well organized, and uses the non-fiction "helper" features that were highlighted.	Writing consists of a story with a clear beginning, middle, and end, with events that lead logically from one event to the next. Characters are well developed, words are interesting and well chosen, and the script is easy for others to read and follow because of well applied structure.
Standards and Assessments	W1, W2c, W3, R3, R2c Portfolio Assessment: checklist/ reflection	R3a, W1, W2b, W3a, W3b, W3c, R3a	W1, W2a, W3, R3

Unit of Study/ Dates	From 4/24/06-5/5/06 Poetry	From 5/8/06-6/2/06 Autobiographies: Our Life Stories	From 6/5/06-6/28/06 Writing for Many Purposes
Focus/ Purpose	Poetry allows writers to let their hearts and minds soar. In a poetry genre study, children practice all that they've learned thus far in the year. Our young poets will find significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors in order to write many poems. (Taken from T.C. Calendar)	In this unit, we ask students to tell the stories of their lives. Students will be involved in planning and organizing the stories of their lives by sharing details of when or where they were born, family memories, personal favorites, and plans for the future.	In this unit, we turn a corner in Writing Workshop by reminding children of all the kinds of writing that exists in the classroom, the school, and their homes. Students will now be involved in selecting paper of their own choice. (Taken from T.C. Calendar)
Possible Mini-Lessons	<ol style="list-style-type: none"> 1. Teacher models writing a poem and students close their eyes and try to visualize what the poem is saying. 2. Teach students that in writing poems we chose our words very carefully so that the reader can visualize what we are saying. 3. Revising our poems for better word choice 	<ol style="list-style-type: none"> 1. Looking for unknown information (interviewing family, etc.) 2. Organizing our writing 3. Choosing the important information to include 4. Revising for clearer word choice, to add description and detail, etc. 	<ol style="list-style-type: none"> 1. Share different genres of writing with students. 2. Model creating different types of writing, such as letters, etc. 3. Create needed writing for classroom (homework schedule, note about upcoming event, etc.)
Literacy Framework Connections	During read alouds and shared reading teachers will be reading lots of poetry with their students. Poetry centers should be set up to provide children the opportunity to soak in the sights and sounds of poetry.	<ol style="list-style-type: none"> 1. Read biographies or autobiographies during Read Alouds 2. Share biographical information during oral storytelling activities 3. Using information on a character to demonstrate highlighting life moments 	During read alouds teachers should be reading texts that contain letters, lists, cards, etc. These things should be constructed along with the students during shared writing. A writing center with different types of paper can be available as a choice time activity.
Exemplary Work	Poems have carefully chosen language, and a structure that helps the reader know how to read the poem. The poem is clear and unique.	Writing includes independently chosen moments from his/her life and writes about them with detail. Information included has been carefully chosen, and is well organized. The writing has been well edited.	Appropriate form is chosen for the circumstances, and the correct model is applied to create the product. Student communicates effectively in the chosen form. Grammar, spelling, and punctuation are correct.
Standards and Assessments	R3a, W1, W2d, W3a, W3b, W3c, Portfolio Assessment: checklist/ reflection	W1, W2c, W3, R3, R2c Endline assessments	R1a, R1b, R1c, W1, W2a, W2c, W3a, W3c