Pacing Guide for Writing- **2nd Grade**

1st Trimester	2nd Trimester	3rd Trimester
Goal: Narrative Writing	**Goal: Informative/Explanatory**	**Goal: Opinion Writing**
Standard W.2.3: Write narratives in which students recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Standard W.2.2: Write informative/explanatory texts in which the student introduces a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Standard W.2.1: Write an opinion piece in which the student introduces the topic or name of the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because and also) to connect opinion and reasons, and provide a concluding statement or section.

3-Day Lesson Format

Day 1	Day 2	Day 3
Analyze the prompt (highlight important words) Brainstorm the topic-Circle Map Monitor and Check Sequence Writing-Flow Map Monitor and Check Add an opening sentence Extend with Details (2-3) Monitor and Check	Think Aloud Select transition words and phrases Monitor and Check Write a closing sentence Monitor and Check	Color-Coding Go->BOP->STOP Write piece

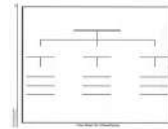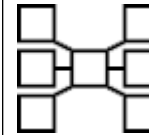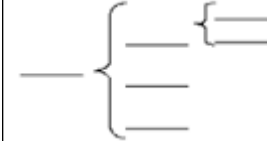| **Brainstorm (Circle Map)**	**Sequencing (Flow Map)**	<u>Analyzing Character</u>
The first step in Day 1 is to have students analyze the prompt. Highlight important words that will guide students as to what they are writing about. Teacher models the process of thinking aloud while students observe and internalize the process they will undertake to become independent writers. Write the name of the focus of the prompt in the center of the circle. Always have Day 1 Circle Map displayed. Teacher brainstorms the following: what they **did**, and what they **saw**. Teacher talks student through the steps. What do you remember? What did you do? When did you do it? Select **3** events from your circle map to write about. Circle those three events.	Teacher uses a flow map to organize events sequentially, in the order the events happened. Students should be intentionally vague on the responses they write in their Flow Map boxes so that details can be filled in later. One or two words should be sufficient. One event circled from the Circle Map will be written in each box of the flow map. (3 total) The opening sentence should address the following three criteria: **Who**? **Did What**? **When**? To extend with details, teacher will add lines below each box on the flow map. Only one or two words should be added below each box. (<u>No</u> sentences!) Select transitional words and phrases to write above each event in the flow map. Avoid the standard "First, Next, Finally", and build to students using transitional phrases. Closing sentences address the criteria: how did the writer feel? What was the writer's opinion? What are the writer's hopes/dreams?	Uses structure for 2nd grade. Focus on character **attributes, differences, similarities, and theme** among multiple sources of literature. In student journals, they reserve one page for a thinking map, and the other for their written response. The goal is to have students writing about the text. Forming opinions and backing those opinions up with evidence directly from the text. Using a Tree Map, students will write what they liked, and what they did not like about the story they just read. They will progress to writing characters they liked and did not like (T-S), to like this story, not like this story (T-T), and similar to my world, and not similar to my world (T-S and T-W). Progress to a partial Multi-Flow where the **source** and **author** are referenced in the frame. The student should know the book, and the author. The student's opinion is written in the main box of the partial multi-flow. The justifications for their opinion are placed in each box to the left of their opinion. Their justifications must involve **evidence**

	<u>Not</u> restating opening sentence! [graphic organizer form]	**from the text.** [brace/bridge map graphic] **Describing Setting** Brace Map [brace map graphic] **Making Connections** Double Bubble Map [double bubble map graphic] **Evaluating Text (Liked/Did Not Like)** Partial Multi-Flow Tree Map
Mini-Lesson Ideas (Appendix 1) • Main/Idea & Focus • Main Idea Tree Map • Elaboration • Orange lesson • Conventions	**Mini-Lesson Ideas (Appendix 2)** • Voice • Cloze Paragraph • Organization Flow Map	**Mini-Lesson Ideas (Appendix 3)** • Skinny • Circle Map-Favorite Part/Character • Supporting Details Using the Tree Map • Who Would Like This? • Evaluating Using a Tree Map
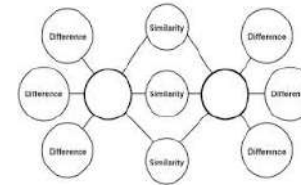
Pre-Benchmark Classroom Activity Using the 2nd grade Narrative structure, students will write about a time they went on an adventure with an elephant.	**Pre-Benchmark Classroom Activity** Use the Non-Fiction close reading passage on Elephants to read and annotate. Students should be able to write about the passage using details and facts from the passage.	**Pre-Benchmark Classroom Activity** Using a mentor text, teacher will read the story to the students. They will respond about a character they liked/disliked. Students will evaluate the book and say whether or not they liked it. They should use evidence from the text to support their conclusion.
Assessment Tool Rubric: 2nd Grade Rubric (20 points) 8 sentences, Spelling(standard and inventive), Conventions, Descriptive language, Extended/Combined sentences, Varied sentences	**Assessment Tool** Rubric: 2nd Grade Rubric (20 points) 8 sentences, Spelling (standard and inventive), Conventions, Descriptive language, Extended/Combined sentences, Varied sentences.	**Assessment Tool** Rubric: 2nd Grade (20 points) 8 sentences, Spelling (standard and inventive), Conventions, Descriptive language, Extended/Combined sentences, Varied sentences.
Interim Prompt Write about a time you found a spider who could talk. Write a narrative about what happens next.	**Interim Prompt** Explain in your writing what you just read about. Your written piece must include a topic sentence, details, transitional words or phrases and a concluding sentence.	**Interim Prompt** You have just heard a story. Tell about that book, and whether or not you liked or disliked it. Who was your favorite character? Why is that your favorite character? Use details or evidence from the text to support your conclusion.

Appendix 1

Mini-Lesson #1-Main Idea & Focus	Mini-Lesson #2-Main Idea Tree Map	Mini-Lesson #3-Elaboration
Given a short paragraph with the topic sentence missing, students will think of a good sentence to begin the paragraph. Teacher asks the stduents, "what are these sentences all about?" Teacher will ask the students, in groups, to come up with a sentence that will begin the paragraph. Teacher may prompt by saying what the sentence should begin with. (ex: Last night…) _____. It rained like crazy. Outside my window, I heard the thunder and lightning. It rattles my windows, and I knew the street would be flooded. How did this paragraph begin? You can also reverse it, and have students come up with the details after you have written the topic sentence. Today, there was snow on the ground. _____. Students share their paragraphs and opening sentences.	Teacher explains that good writers stay focused on a topic, or main idea. Teacher displays a paragraph, and reads it aloud with the students. Teacher asks, "what is this mostly about?" Are there any sentences not about the main topic? Sam has lost a pair of his glasses. He couldn't find them anywhere. He looked under the chair. Not there. He looked on top of the table. His friend John was coming over. He looked behind the couch, not there. He finally looked in his show and there were his glasses! Students create a Tree Map on a piece of paper. At the top is a subject such as "My Favorite Present." The two arms of the Tree Map are Include, and Do Not Include. Teacher reminds students that this is about their **favorite** present. They are sorting the information into what is important, and focused on the main idea, and what is not important, and not focused on the main idea.	Teacher begins by reading aloud a paragraph that is overstuffed with too many adjectives! On a bright, clear, sunny day a big, scary, hairy wolf sat on the big, cushioned, fluffy chair to have a warm, delicious, creamy bowl of oatmeal. Along came a silly, foolish, innocent mouse. The little, brown, squeaky mouse knew that the big, hairy, scary wolf wanted him for breakfast. Oh no! Teacher will circle all of the nouns in the paragraph and create circle maps to identify all of the adjectives that describe that noun. Teacher asks students, "what is the main idea of this paragraph?" Which nouns do we keep? Which adjectives do we keep? The idea is to keep the paragraph as clear as possible for the reader, while still including descriptions. Students then work in pairs writing paragraphs that include description about whatever it is you are writing about. Call student groups up to share, and have the class answer the question "what is this paragraph mainly about?"

Mini-Lesson #4-Orange Lesson	Mini-Lesson #5-Conventions	Mini-Lesson #6-Write a Complete Sentence
Teacher provides each student with an orange slice. Teacher displays a Bubble Map with the word "Orange Slice" in the middle. Teacher goes through each sense (Smell, Touch, Taste, Hear) and asks guiding questions such as "what do you_____?" After adjectives are written in the displayed Bubble Map, the students and teacher collectively write a paragraph describing their orange slice. Follow Up: M &M Hershey's Kiss Sour Patch Kid	Teacher displays run-on sentences. Read aloud to students and ask "how does that sound?" Together, the teacher and students will work on correcting run-on sentences so that they flow better for the reader. The firefighters stopped in front of the house and they got their hoses and they squirted water on the fire and made sure everyone in the house was okay and they were so the firefighters finished fighting the fire and went back to the station. Molly was walking home from school one day when she found a little puppy in a box on the side of the road and the poor puppy was whining so Molly went over to the shoebox to pick the puppy up and take him home but she knew her mom wouldn't want the puppy so she snuck that little puppy into her closet and when her mom heard him yipping she went in the room to see what was going on and saw the puppy and agreed to let Molly keep it. Can you eliminate sentences? Combine them? Delete words or phrases? Students can share their re-written paragraphs with the class.	A complete thought that begins with a capital letter and ends with punctuation. Every day, the students practice writing a complete sentence that corresponds to the picture you are having them write a sentence on. Ex: It is a leaf. The leaf is pointed. The leaf is pointed and green. The leaf is green, pointed, and falling from a tree. The teacher can use sentences form the anthology, a picture book, or anything the teacher thinks may elicit a complete sentence that includes description for the reader. Focus on beginning with a capital letter and ending with punctuation.

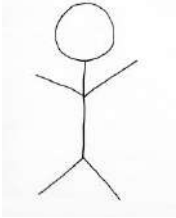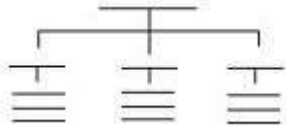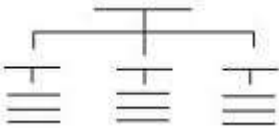| Mini-Lesson #1-Voice	Mini-Lesson #2-Cloze Paragraph	Mini-Lesson #3-Organization Flow Map
Using books by Mo Willems as your mentor texts, students will try to identify "Voice" in pieces of literature. How does the author's writing tell us about the Pigeon's personality? Use a bubble map to describe the Pigeon's personality. 	Teacher uses a paragraph with missing details in the cloze format. The teacher uses the class responses to fill in the cloze paragraph. Teacher tells students that the blank spaces are details that the reader needs to know about the subject. Ex: A spider is_____. It has _____ and _____. They are very _____ because they have ___, ___ and ____. Spiders are _____. Use the cloze paragraph for: Polar Bears Penguins Ocean (Hello, Ocean by Pam Munoz Ryan as mentor text) Character Traits What Characters Say What a Character Does Anthology Summaries	Discuss your reading using a flow map. Each box should contain a detail about the topic. Use a Flow Map as an organizer. You may begin using transitional phrases for students to practice with. Students should be able to recite the story to their shoulder partner using a blank flow map template. They should also elicit an opinion from their partner. Sentence frames for opinion are as follows: "The part I liked best was _____, because_____." "The part I did not like was _____ because _____." Teacher can generate a flow map on chart paper to have students give opinions about a piece of literature. The purpose is to understand the flow map using opinions and evidence from the text. Teachers should complete several flow maps with their students prior to releasing them independently.

Appendix 3

Mini-Lesson #1-Skinny	Mini-Lesson #2-Circle Map-My Favorite Part/Character	Mini-Lesson #3-Supporting Details-Tree Map
Teacher models drawing a favorite part of the story using "Skinny" (stick figure). Add clothes, hair, setting, and match text to the picture. Student's setting should match the setting of the story they enjoyed. Allow time for sharing afterward.	Draw words "My Favorite Part" in the center circle and ask students what their favorite part is. Add three details. Students should be able to articulate their details from teacher model or their own writing. Teachers will subsequently add in "My Favorite Character" to a circle map. Add evidence using an arrow outside of the circle map.	Draw a Tree Map with the words "Story Parts" at the top. The branches should be "Characters", "Setting", "Problem" and "Solution." After reading texts, students practice labeling the Tree Map with the characteristics of a story map. **Circle favorite parts in one color.**
Mini-Lesson #4-Who Would Like This?	**Mini-Lesson #5-Evaluating using a Tree Map**	Prior to 3rd Trimester benchmarks, teachers should carefully monitor student writing to teach the appropriate mini-lesson that corresponds to the area of greatest need. Mini-lessons will need to be repeated and reinforced for students to begin internalizing writing goals.
Read a story to the children every day. Using people from your students' life, they will evaluate whether or not they would or would not like the story. For example, "mom", "dad", "brother", "sister", "grandma", "grandpa", "principal", "teacher", the list could go on and on. Why would they like the story? Why would they not like this story? Who do you think their favorite character would be and why?	Draw a Tree Map with the character's name at the top. The branches should be liked and did not like. After reading texts, students practice labeling the Tree Map with things they liked about the character, and things they did not like about the character.	