

Grade 2

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# Writing Studio

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## Scope & Sequence





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# Unit 1: Introducing Narrative Writing (8 Days)

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, then collaboratively write several different narrative pieces, culminating in a writing activity in which they draw on Knowledge Strand Domain 4, *Greek Myths*, to retell a Greek myth.

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students write narratives about a hero. <b>[W.2.3]</b>	Write a narrative about someone who is a hero.	Align to CKLA Grade 2, Knowledge Domain 4, Lesson 5
<b>Lesson 2</b>	Students use a story map to identify and describe the purpose and features of a narrative. <b>[W.2.3]</b>	Model: "Seasons"	Align to CKLA Grade 2, Knowledge Domain 4, Lesson 6
<b>Lesson 3</b>	Students use a story map and collaborate to plan a narrative retelling of the Prometheus myth. <b>[W.2.5]</b>	Write a narrative retelling the Prometheus myth.	Align to CKLA Grade 2, Knowledge Domain 4, Pausing Point 1
<b>Lesson 4</b>	Students collaborate to write a narrative retelling of the Prometheus myth. <b>[W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 4, Pausing Point 2
<b>Lesson 5</b>	Students gather information about the Arachne myth. <b>[W.2.8]</b>	Write a new scene for the Arachne myth.	Align to CKLA Grade 2, Knowledge Domain 4, Lesson 7
<b>Lesson 6</b>	Students work collaboratively to plan a new scene for the Arachne myth. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 4, Lesson 8
<b>Lesson 7</b>	Students work collaboratively to compose a new scene in the Arachne myth. <b>[W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 4, Lesson 9
<b>Lesson 8</b>	Students respond to feedback by adding one more detail or temporal word to their narratives. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 4, Lesson 10

## Unit 2: Developing Narrative Writing (8 Days)

In this unit, students continue to develop their understanding of and ability to craft narratives. Using extensive scaffolding, it guides students through a review of domain knowledge, then draws on the work they have already done to understand the historical events described in Knowledge Strand Domain 5, *The War of 1812*. Students use their understanding of that period of American history to write a narrative journal entry from the perspective of Dolley Madison.

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students gather information to describe Dolley Madison. <b>[W.2.8]</b>	Imagine what it would have felt like to be Dolley Madison, then write a diary entry from her perspective.	Align to CKLA Grade 2, Knowledge Domain 5, Lesson 3
<b>Lesson 2</b>	Students plan a diary entry by Dolley Madison. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 5, Lesson 4
<b>Lesson 3</b>	Students compose a diary entry by Dolley Madison. <b>[W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 5, Pausing Point 1
<b>Lesson 4</b>	Students add detail or temporal words to their diary entries by Dolley Madison. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 5, Pausing Point 2
<b>Lesson 5</b>	Students plan a diary entry Dolley Madison might write after the War of 1812 starts. <b>[W.2.5]</b>	Compose a diary entry from Dolley Madison's perspective during or after the War of 1812.	Align to CKLA Grade 2, Knowledge Domain 5, Lesson 5
<b>Lesson 6</b>	Students compose a new diary entry from Dolley Madison's perspective. <b>[W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 5, Lesson 6
<b>Lesson 7</b>	Students provide feedback on a peer's narrative. <b>[W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 5, Lesson 7
<b>Lesson 8</b>	Students revise their narratives in response to feedback. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 5, Lesson 8

## Unit 3: Introducing Opinion Writing (8 Days)

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and to identify its common features. Students study exemplar texts, see a teacher model how to write an opinion piece, then collaboratively and independently write several different opinion pieces, culminating in a writing activity in which they draw on Knowledge Strand Domain 7 to write a persuasive essay convincing their family to let them take a favorite object in a move west.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students write an opinion about something they would most like to have. <b>[W.2.1]</b>	Write an opinion about the one thing you would most like to have.	Align to CKLA Grade 2, Knowledge Domain 7, Lesson 3
<b>Lesson 2</b>	Students use a graphic organizer to identify and describe the purpose and features of an opinion. <b>[W.2.1]</b>	Model: "Life on a Flatboat"	Align to CKLA Grade 2, Knowledge Domain 7, Lesson 4
<b>Lesson 3</b>	Students use a graphic organizer to collaborate and plan an opinion about a class field trip. <b>[W.2.8]</b>	Write about where the class should take a field trip.	Align to CKLA Grade 2, Knowledge Domain 7, Lesson 5
<b>Lesson 4</b>	Students write an opinion about a class field trip. <b>[W.2.1]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 7, Pausing Point 1
<b>Lesson 5</b>	Students collect information about an object they would like to take if they were moving west, including their reasons. <b>[W.2.8]</b>	Write an opinion piece to persuade your family to let you take your favorite object on a move west.	Align to CKLA Grade 2, Knowledge Domain 7, Pausing Point 2
<b>Lesson 6</b>	Students collaborate to write a persuasive opinion about a favorite object. <b>[W.2.1]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 7, Lesson 6
<b>Lesson 7</b>	Students give and receive feedback to strengthen their opinion writing. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 7, Lesson 7
<b>Lesson 8</b>	Students respond to feedback by adding one more detail or linking word to their opinions. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 7, Lesson 8

## Unit 4: Developing Opinion Writing (8 Days)

This unit helps students deepen their understanding of and ability to construct opinion texts. Using extensive scaffolding and modeling, it guides students through a review of domain knowledge, then draws on the what they have already learned about insects in the Knowledge Strand, Domain 8. Students use their understanding of insects and their characteristics to write an opinion piece describing which insect they would most like to have in their neighborhood.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students write an opinion about which insect habitat they would like to live in. <b>[W.2.1]</b>	Write an opinion piece about the insect habitat you would like to live in.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 2
<b>Lesson 2</b>	Students write an opinion about which insect body part they would most like to have. <b>[W.2.1]</b>	Write your opinion on the insect body part you would most like to have, then draw the body part on the outline below and complete the drawing to look like you.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 3
<b>Lesson 3</b>	Students draw on experiences and information from resources to answer a question. <b>[W.2.8]</b>	Write about whether you are more like a bee or a wasp.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 4
<b>Lesson 4</b>	Students research and collect information about the insect they would most like to have in their neighborhood. <b>[W.2.7]</b>	Write an opinion piece explaining what insect you would most like to have in your neighborhood.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 5
<b>Lesson 5</b>	Students use information gathered about insects to plan opinion writing. <b>[W.2.8]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 8 Pausing Point 1
<b>Lesson 6</b>	Students compose opinions about which insect they would most like to have in their neighborhood. <b>[W.2.1]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 6
<b>Lesson 7</b>	Students use feedback from peers to revise writing. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 7
<b>Lesson 8</b>	Students use technology tools to publish writing, with assistance. <b>[W.2.6]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 8, Lesson 8

## Unit 5: Introducing Informative Writing (8 Days)

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informational text and to identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, then collaboratively research and write an informational text in which they draw on Knowledge Strand, Domain 9 to compose an informative piece about Harriet Tubman.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students write an informative essay describing an insect that names the topic, includes facts and details, and provides a sense of closure. <b>[W.2.2]</b>	Write an informative essay describing an insect.	Align to CKLA Grade 2, Knowledge Domain 9, Pausing Point 1
<b>Lesson 2</b>	Students record information in a graphic organizer based on information from a text about Fort Sumter. <b>[W.2.8]</b>	Model: "The Battle of Fort Sumter"	Align to CKLA Grade 2, Knowledge Domain 9, Pausing Point 2
<b>Lesson 3</b>	Students write about a familiar topic using features of informational text. <b>[W.2.2]</b>	Model: "Excerpt from 'The War Begins'" Write an informational text about a familiar topic.	Align to CKLA Grade 2, Knowledge Domain 9, Lesson 6
<b>Lesson 4</b>	Students use graphic organizers to gather information and plan writing. <b>[W.2.8]</b>	Participate in shared writing on Abraham Lincoln.	Align to CKLA Grade 2, Knowledge Domain 9, Lesson 7
<b>Lesson 5</b>	Students research and record facts about Harriet Tubman. <b>[W.2.7]</b>	Compose informative writing about Harriet Tubman.	Align to CKLA Grade 2, Knowledge Domain 9, Lesson 8
<b>Lesson 6</b>	Students draft paragraphs about Harriet Tubman using facts from their research. <b>[W.2.2]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 9, Lesson 9
<b>Lesson 7</b>	Students revise and edit paragraphs about Harriet Tubman based on feedback. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 9, Lesson 10
<b>Lesson 8</b>	Students publish an informative essay that names the topic, includes facts and details, and provides a sense of closure. <b>[W.2.2]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 9, Lesson 11

## Unit 6: Developing Informative Writing (8 Days)

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informational texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Knowledge Strand, Domain 11. Students use their understanding of this domain to craft informative texts comparing and contrasting the lives of immigrants living in cities and the lives of immigrants living on farms in the United States during the 1800s–1900s.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students gather information to answer questions about text. <b>[W.2.8]</b>	Model: "Immigration Islands"	Align to CKLA Grade 2, Knowledge Domain 11, Lesson 6
<b>Lesson 2</b>	Students complete informative writing comparing and contrasting two things. <b>[W.2.2]</b>	Use paragraph frames to compare and contrast two things.	Align to CKLA Grade 2, Knowledge Domain 11, Pausing Point 1
<b>Lesson 3</b>	Students gather and record information about early immigrants using a graphic organizer. <b>[W.2.7]</b>	Write an essay comparing and contrasting the lives of immigrants in cities with immigrants on farms.	Align to CKLA Grade 2, Knowledge Domain 11, Pausing Point 2
<b>Lesson 4</b>	Students plan informative essays that compare and contrast the lives of immigrants in cities and on farms. <b>[W.2.2]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 11, Pausing Point 3
<b>Lesson 5</b>	Students write an informative essay that names the topic, includes facts and details, and provides a sense of closure. <b>[W.2.2]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 11, Lesson 7
<b>Lesson 6</b>	Students write an informative essay that names the topic, includes facts and details, and provides a sense of closure. <b>[W.2.2]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 11, Lesson 8
<b>Lesson 7</b>	Students revise and edit informative essays based on peer feedback. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 11, Lesson 9
<b>Lesson 8</b>	Students publish a compare and contrast informative essay that names the topic, includes facts and details, and provides a sense of closure. <b>[W.2.2]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 11, Lesson 10



# Unit 7: Purposeful Writing (8 Days)

Grade 2 Writing Studio culminates in a unit that presents students with an authentic writing opportunity—to compose a text that will interest a reader in fighting for a cause. Students select one of three previously studied text types to compose their final piece of writing, then share it with peers and with the work’s intended audience.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students describe how they would write about Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, or Jackie Robinson. <b>[W.2.2]</b>	Pick the best text type to use in writing about someone who fought for a cause.	Align to CKLA Grade 2, Knowledge Domain 12, Lesson 5
<b>Lesson 2</b>	Students write about each writing text type. <b>[W.2.2]</b>	Write information about each text type.	Align to CKLA Grade 2, Knowledge Domain 12, Pausing Point 1
<b>Lesson 3</b>	Students choose a text type for writing and explain why it works best for their audience and purpose. <b>[W.2.1]</b>	Write a piece that will interest someone in fighting for a cause.	Align to CKLA Grade 2, Knowledge Domain 12, Pausing Point 2
<b>Lesson 4</b>	Students gather and record information to plan writing. <b>[W.2.8]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 12, Lesson 6
<b>Lesson 5</b>	Students compose opinion, narrative, or informative/explanatory writing to interest a specific audience in fighting for a cause. <b>[W.2.1, W.2.2, W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 12, Lesson 7
<b>Lesson 6</b>	Students share their writing with peers, giving and receiving feedback to strengthen and improve writing. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 12, Lesson 8
<b>Lesson 7</b>	Students use feedback from peers to revise writing. <b>[W.2.5]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 12, Lesson 9
<b>Lesson 8</b>	Students share completed opinion, narrative, or informative/explanatory writing about fighting for a cause. <b>[W.2.1, W.2.2, W.2.3]</b>	Builds on previous lesson.	Align to CKLA Grade 2, Knowledge Domain 12, Domain Review 1