

Grade: 2
Writing Scope and Sequence

Writing Goal/Skill	Type of Writing (Opinion/Argument, Informational/Explanatory, Narrative, Functional/Procedural and Poetry)	Genre and Content Area	Month of School Year and Unit Length	Resources/Materials CCSS Appendix C: Exemplar Writing Pieces
<p>W.2.3 Write narratives in which they 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.</p>	<p>Step 1: Establish a Writer's Workshop/ Common writing time</p> <p>Step 2: Assess students to determine their current writing ability- with a writing prompt</p> <p>Step 3: Introduce Beginning, Middle and End</p> <p>Step 4: Begin Personal Narratives</p>	<p>Writer's Workshop</p>	<p>September</p>	<p>Step Up to Writing: 6-1 through 6-24, 7-1 through 7-5</p> <p>Rigby: Comprehensive Teacher's Guide: 21, 28, 32, 85, 87, 94, 95, 97, 160, 415, 417, 425, 427 Small Group Reading Teacher's Guide: 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295</p> <p>*Portland Public Schools Website</p> <p style="text-align: center;">Suggested: Lucy Calkins Yearlong Curriculum Series</p>
<p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal</p>	<p>Continue Personal Narratives</p>	<p>Writer's Workshop</p>	<p>October</p>	<p>Step Up to Writing 6-1 through 6-24 7-1 through 7-5</p> <p>Rigby: Comprehensive Teacher's Guide: 21, 28, 32, 85, 87,</p>

<p>words to signal event order, and provide a sense of closure.</p>				<p>94, 95, 97, 160, 415, 417, 425, 427 Small Group Reading Teacher's Guide: 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295 *Portland Public Schools Website</p>
<p>W.2.3 Write narratives in which they 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.</p>	<p>Nonfiction Narratives Introduce Step-Up to Writing Red, Yellow, and Green organization</p>	<p>Writer's Workshop</p>	<p>November</p>	<p>Step Up to Writing 6-1 through 6-24 7-1 through 7-5 Step-Up to Writing:Color Coding in Writing 4-5 through 4-16 Rigby: Comprehensive Teacher's Guide: 21, 28, 32, 85, 87, 94, 95, 97, 160, 415, 417, 425, 427 Small Group Reading Teacher's Guide: 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295 *Portland Public Schools Website Suggested: Explorations in Nonfiction Writing - Tony Stead and Linda Hoyt</p>
<p>W.2.2 Write informative/ explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Informational / Explanatory Functional/ Procedural</p>	<p>Writer's Workshop Math Science Social Studies</p>	<p>December- January</p>	<p>Step Up to Writing 4-1 through 4-24, 4-26, through 4-32, 5-1 through 5-12, 5-14 through 5-22 Rigby: Comprehensive Teacher's Guide: 20, 51, 60, 61, 63,</p>

				<p>117, 119, 127, 129, 183, 185, 193, 195, 381, 383, 391, 393, 513, 515, 523, 525</p> <p>Small Group Reading Teacher's Guide: 10, 40, 170, 260, 265, 275, 300</p> <p>*Portland Public Schools Website</p>
<p>W.2.3 Write narratives in which they 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.</p>	Fiction	Writer's Workshop	February	<p>Step Up to Writing 6-1 through 6-24 7-1 through 7-5</p> <p>Rigby: Comprehensive Teacher's Guide: 21, 28, 32, 85, 87, 94, 95, 97, 160, 415, 417, 425, 427</p> <p>Small Group Reading Teacher's Guide: 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295</p>
<p>W.2.7 Participate in research and shared writing projects, read a number of books on a single topic to produce a report or record science observations.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a</p>	Research Functional / Procedural	Writer's Workshop Science Math	March	<p>Step Up to Writing 1-22, 1-25, sections 4-5, 9-2, 9-9, 9-12, 9-13, 9-16</p> <p>Rigby: Comprehensive Teacher's Guide: 51, 124, 184, 381, 513, 523</p> <p>Step Up to Writing 1-14 through 1-23, 1-25, 1-26, 1-38 through 1-40</p> <p>Rigby:</p>

question.				Comprehensive Teacher's Guide: 26, 51, 60, 124, 381, 513, 523 Small Group Reading Teacher's Guide: 205,311 *Opinion Writing Unit
Ties in with Reading Standard 10	Poetry	Writer's Workshop	April National Poetry Month	
W.2.1 Write opinion pieces in which they introduce topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (such as because, and, also) to connect opinions and reasons, provide a concluding statement or section.	Opinion/ Argument/ Persuasive	Writer's Workshop Science Social Studies	May	Step Up to Writing 1-1, 1-2, 1-8, 1-9,. 1-10, 1-11, 1-32 Rigby: Comprehensive Teacher's Guide: 192, 289, 295 Small Group Reading Teacher's Guide: 265, 285, 315
W.2.5 With guidance and support from adults and peers focus on a topic and strengthen writing as needed by revising and editing.		All Content Areas	Ongoing throughout the school year.	Step Up to Writing 4-5, 6-19, 6-20, 6-22, 6-24, 10-3 through 10-6, 10-9 Rigby: Comprehensive Teacher's Guide: 21, 25, 27, 53, 63, 87, 91, 93, 97, 129, 153, 185, 195, 219, 229, 239, 245, 251, 255, 257, 265, 273, 279, 285, 289, 291, 295, 317, 327, 351, 361, 393, 427, 459, 493, 521, 525

<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p>		<p>All Content Areas</p>	<p>Ongoing throughout the school year.</p>	
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