

Mead School District Curriculum Map K-8

Content Area: Language Arts/Writing

Grade Level: 2nd

Conventions Key

- SP – Spelling
- C – Capitalization
- S – Sentences
- P – Punctuation
- G – Grammar

Overarching Enduring Understandings

1. Writing conveys meaning.
2. Effective writers use specific techniques (style, word choice, organization) to better communicate personally, recount, and explain.
3. Audience and purpose influence writing form.
4. Writing helps us clarify, as well as express, our thoughts.
- 5.

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
September/ November	Writing Process	<p>EALR 1. The student understands and uses a writing process.</p> <p>1.1 <u>Prewrites to generate ideas and plan writing</u></p> <p>1.1.1 Applies at least one strategy for generating ideas and planning writing.</p> <p>1.2 <u>Produces draft(s)</u></p> <p>1.2.1 Produces a draft of multiple sentences.</p> <p>1.3 <u>Revises to improve text</u></p> <p>1.3.1 Revises text by adding and deleting words and phrases</p> <p>1.4 <u>Edits Text</u></p> <p>1.4.1 Applies understanding of editing appropriate for grade level</p>	<p>Write Source</p> <p>Electronic Resources:</p> <p>www.readwritethink.org/index.asp</p> <p>www.marcopolo.wednet.edu</p> <p>(Click Washington state standards on left side)</p> <p>www.webquest.org</p> <p>http://school.discovery.com/schrockguide/index.html</p> <p>www.nwrel.org/assessment/lessonplans.php?odelay=2&d=1</p> <p>(under all grades go to early elementary, then to the trait you want)</p> <p>www.cyberspaces.net/6traits/</p> <p>www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits/html</p>	<p>Recount</p> <p>(Teacher/grade level scored on Holistic WASL rubric, building prompts)</p>
	Writing Forms: Recount Procedural	<p>EALR 2. The student writes in a variety of forms for different audiences and puposes.</p> <p>2.1 <u>Adapts writing for a variety of audiences.</u></p> <p>2.1.1 Understands that writing changes for different audiences</p> <p>2.4 <u>Writes for career applications</u></p> <p>2.4.1 Knows important personal information</p>	<p>FOSS Science</p> <p>Recount Templates</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
September/ November Continued	Writes Clearly and Effectively	<p>EALR 3. The student writes clearly and effectively.</p> <p><u>3.1 Develops ideas and organizes writing.</u></p> <p>3.1.1 Selects topic, adds detail, and elaborates</p> <p>3.1.2 Organizes multiple sentences on one topic showing beginning, middle, ending</p> <p><u>3.3 Knows and applies appropriate grade-level conventions</u></p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.2 Spells words appropriate for the grade level accurately, with challenging words spelled phonetically</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.4 Applies punctuation rules</p> <p>3.3.6 Uses complete sentences</p>	<p>Sitton Spelling</p> <p>Six Traits</p> <p>Conventions Map</p>	
	Evaluates Effective- ness	<p>EALR 4. The student analyzes and evaluates the effectiveness of written work.</p> <p><u>4.1 Analyzes and evaluates others' and own writing</u></p> <p>4.1.2 Uses Specific criteria for analyzing own writing</p> <p><u>4.2 Sets goals for improvement</u></p> <p>4.2.1 Identifies specific goal(s) for next piece of writing</p>	<p>Holistic WASL rubric</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
December/ March	Writing Process	<p>EALR 1. The student understands and uses a writing process.</p> <p><u>1.1 Prewrites to generate ideas and plan writing</u></p> <p>1.1.1 Applies at least one strategy for generating ideas and planning writing.</p> <p><u>1.2 Produces draft(s)</u></p> <p>1.2.1 Produces a draft of multiple sentences.</p> <p><u>1.3 Revises to improve text</u></p> <p>1.3.1 Revises text by adding and deleting words and phrases</p> <p><u>1.4 Edits Text</u></p> <p>1.4.1 Applies understanding of editing appropriate for grade level</p> <p><u>1.5 Publishes text to share with others</u></p> <p>1.5.1 Publishes own writing</p>	Write Source	<p>Expository (Teacher grade level scored on Holistic WASL rubric, building prompts)</p>
	Writing Forms: Expository Procedural	<p>EALR 2. The student writes in a variety of forms for different audiences and puposes.</p> <p><u>2.1 Adapts writing for a variety of audiences.</u></p> <p>2.1.1 Understands that writing changes for different audiences</p> <p><u>2.2 Writes for different purposes</u></p> <p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p><u>2.3 Writes in a variety of forms/genres</u></p> <p>2.3.1 Uses a variety of forms/genres</p> <p><u>2.4 Writes for career applications</u></p> <p>2.4.1 Knows important personal information</p>	FOSS Science Expository Templates	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
December/ March Continued	Writes Clearly and Effectively	<p>EALR 3. The student writes clearly and effectively.</p> <p><u>3.1 Develops ideas and organizes writing.</u></p> <p>3.1.1 Selects topic, adds detail, and elaborates</p> <p>3.1.2 Organizes multiple sentences on one topic showing beginning, middle, ending</p> <p><u>3.2 Uses appropriate style</u></p> <p>3.2.1 Writes with voice</p> <p>3.2.2 Uses a variety of words</p> <p>3.2.3 Uses more than one sentence type and structure</p> <p><u>3.3 Knows and applies appropriate grade-level conventions</u></p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.2 Spells words appropriate for the grade level accurately, with challenging words spelled phonetically</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.4 Applies punctuation rules</p> <p>3.3.5 Applies usage rules</p> <p>3.3.6 Uses complete sentences</p> <p>3.3.7 Understands paragraph conventions</p>	<p>Sitton Spelling</p> <p>Six Traits</p> <p>Conventions Map</p>	
	Evaluates Effective- ness	<p>EALR 4. The student analyzes and evaluates the effectiveness of written work.</p> <p><u>4.1 Analyzes and evaluates others' and own writing</u></p> <p>4.1.2 Uses Specific criteria for analyzing own writing</p> <p><u>4.2 Sets goals for improvement</u></p> <p>4.2.1 Identifies specific goal(s) for next piece of writing</p>	<p>Holistic WASL rubric</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
April/June	Writing Process	<p>EALR 1. The student understands and uses a writing process.</p> <p>1.1 <u>Prewrites to generate ideas and plan writing</u></p> <p>1.1.1 Applies at least one strategy for generating ideas and planning writing.</p> <p>1.2 <u>Produces draft(s)</u></p> <p>1.2.1 Produces a draft of multiple sentences or several paragraphs over time</p> <p>1.3 <u>Revises to improve text</u></p> <p>1.3.1 Revises text by adding and deleting words and phrases</p> <p>1.4 <u>Edits Text</u></p> <p>1.4.1 Applies understanding of editing appropriate for grade level</p> <p>1.5 <u>Publishes text to share with others</u></p> <p>1.5.1 Publishes own writing</p>	Write Source	Expository (Teacher grade level scored on Holistic WASL rubric, building prompts)
	Writing Forms: Expository Procedural	<p>EALR 2. The student writes in a variety of forms for different audiences and puposes.</p> <p>2.1 <u>Adapts writing for a variety of audiences.</u></p> <p>2.1.1 Understands that writing changes for different audiences</p> <p>2.2 <u>Writes for different purposes</u></p> <p>2.2.1 Demonstrates understanding of different purposes for writing</p> <p>2.3 <u>Writes in a variety of forms/genres</u></p> <p>2.3.1 Uses a variety of forms/genres</p> <p>2.4 <u>Writes for career applications</u></p> <p>2.4.1 Knows important personal information</p>	FOSS Science Expository Templates	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
April/June Continued	Writes clearly and Effectively	<p>EALR 3. The student writes clearly and effectively.</p> <p><u>3.1 Develops ideas and organizes writing.</u></p> <p>3.1.1 Selects topic, adds detail, and elaborates</p> <p>3.1.2 Organizes multiple sentences on one topic showing beginning, middle, ending</p> <p><u>3.2 Uses appropriate style</u></p> <p>3.2.1 Writes with voice</p> <p>3.2.2 Uses a variety of words</p> <p>3.2.3 Uses more than one sentence type and structure</p> <p><u>3.3 Knows and applies appropriate grade-level conventions</u></p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.2 Spells words appropriate for the grade level accurately, with challenging words spelled phonetically</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.4 Applies punctuation rules</p> <p>3.3.5 Applies usage rules</p> <p>3.3.6 Uses complete sentences</p> <p>3.3.7 Understands paragraph conventions</p>	<p>Sitton Spelling</p> <p>Six Traits</p> <p>Conventions Map</p>	
	Evaluates Effectiveness	<p>EALR 4. The student analyzes and evaluates the effectiveness of written work.</p> <p><u>4.1 Analyzes and evaluates others' and own writing</u></p> <p>4.1.2 Uses Specific criteria for analyzing own writing</p> <p><u>4.2 Sets goals for improvement</u></p> <p>4.2.1 Identifies specific goal(s) for next piece of writing</p>	<p>Holistic WASL rubric</p>	

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
------------------------------------	----------------	---------------------------------	----------------------------	-------------------