

Curriculum Map 2nd Grade Writing

TIME INTERVALS	CONTENT Major Topics	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p style="text-align: center;">On-going</p> <p style="text-align: center;"><u>Illinois Learning Standards</u></p> <p style="text-align: center;">3.B</p>	<p style="text-align: center;">ORGANIZATIONAL STRATEGIES</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use a teacher made pre-writing organizer. <i>(3.B.1a)</i> • use an editing checklist. <i>(3.B.2a)</i> 	<p>Modeled and Shared writing experiences</p> <p>Graphic organizers</p> <p>Editing checklists</p> <p>Daily 6 Trait Writing</p>	<p>Teacher observation</p> <p>Student performance</p> <p>Completed assignments</p> <p>- Use rubric twice a year <i>(narrative/expository)</i></p>
<p style="text-align: center;">On-going</p> <p style="text-align: center;"><u>Illinois Learning Standards</u></p> <p style="text-align: center;">3.A</p>	<p style="text-align: center;">WRITING PARAGRAPHS</p>	<p>Students will:</p> <ul style="list-style-type: none"> • begin to write a paragraph on a given topic. • begin to use a topic sentence supporting details, and closing statement in a paragraph. • support their ideas with details. • organize their ideas in a sequentive or logical manner. <i>(3.A.1a)</i> 	<p>Modeled and Shared writing experiences</p> <p>Lessons from Daily 6 Trait Writing</p> <p>Lessons from the Core Reading Series</p> <p>Editing checklists</p>	<p>Teacher observation</p> <p>Student performance</p> <p>Completed assignments</p>

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<p style="text-align: center;">On-going</p> <p style="text-align: center;"><u>Illinois Learning Standards</u></p> <p style="text-align: center;">3.C</p> <hr/> <p style="text-align: center;"><u>Illinois Learning Standards</u></p> <p style="text-align: center;">3C</p>	<p>GENRE</p>	<p>Students will begin to demonstrate understanding of narrative writing by:</p> <ul style="list-style-type: none"> • writing a personal story with a clear opening and closing. <i>(3.C.1a)</i> • using words that tell how they feel about the event or experience. • by sequencing the story events by beginning, middle and end. <i>(3.C.1a)</i> <hr/> <p>Students will begin to demonstrate understanding of expository writing by:</p> <ul style="list-style-type: none"> • writing a simple three paragraph essay on a given topic. <i>(3.C.1a)</i> • using an introductory statement and closing statement. <i>(3.C.1a)</i> • writing details in a body paragraph to explain the topic. <i>(3.C.1a)</i> • writing three simple paragraphs in which the ideas are connected. • varying the way the start their sentences. <i>(3.C.1a)</i> 	<p>Modeled reading and writing</p> <p>Shared reading and writing</p> <p>Graphic organizers</p> <p>Editing checklist</p> <p>Story prompts</p> <p>Selected literature</p> <p>Core Reading Series</p> <p>Lessons from Daily 6 Trait Writing</p>	<p>Teacher observation</p> <p>Classroom performance</p> <p>Completed assignments</p>

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<p><u>Illinois Learning Standards</u></p> <p style="text-align: center;">3C</p>	<p>GENRE, continued</p>	<p>Students will begin to show understanding of persuasive writing by:</p> <ul style="list-style-type: none"> • writing a paper trying convince reader to share opinion or complete task <i>(3.C.1a)</i> • creating an introductory statement that tells 2 reasons for their opinion. <i>(3.C.1a)</i> • creating a closing statement that restates the topic. <i>(3.C.1a)</i> • writing a body paragraph that explains their opinion. <i>(3.C.1a)</i> • writing so that all of the ideas are connected and varied sentences are used. <i>(3.C.1a)</i> <p>Students will gather information from a variety of resources and write a short summary of what they have learned. <i>(3.C.1a)</i></p> <p>Students will record the name and author of the resource they used. <i>(3.C.1a)</i></p>	<p>Modeled and Shared writing experiences</p> <p>Graphic organizers</p> <p>Editing checklists</p> <p>Lessons from the Daily 6 Traits</p> <p>Lessons from the Core Reading Series</p> <p>Editing checklists</p>	

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<p><u>Illinois Learning Standards</u></p> <p>3A</p>	<p>WRITING MECHANICS, continued</p>	<p>With teacher modeling, students will begin to use quotation marks. <i>(3.A.1a)</i></p> <p>Students will use a colon when writing time. <i>(3.A.1a)</i></p> <p>Students will underline a book title in their writing. <i>(3.A.1a)</i></p>		

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