

DRAFT

Writing Guidance Document:
2nd Grade

Narrative (1st & 6th six weeks)

developed with 2014 Indiana Academic Standards



Narrative Writing

NARRATIVE WRITING relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

What students should be making during this unit

During this unit students will learn skills that will help produce quality narratives in different formats.

Narratives can take several formats including but not limited to these:

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|---------|---------------------|---------|------------|
| Memoirs | Personal Narratives | Stories | Plays |
| Songs | Fantasy | Poems | Fairytales |

RCS - Writing Narrative 2nd Grade

Links to Reading Street

| Narrative Lessons | | Language Lessons | |
|-------------------|--|------------------|---------------------------------------|
| U1, U5 | Writing to Sources | U1.W1 | Sentences |
| U1 | Unit Writing Process Project: Personal Narrative | U1.W2 | Subjects |
| U1.W1 | Personal Narrative | U1.W3 | predicates |
| U1.W3 | Realistic Fiction | U1.W4 | declarative & interrogative sentences |
| U2.W1 | Narrative Nonfiction | U1.W5 | Imperative & Exclamatory sent. |
| U2.W4 | Fairytale | U6.W1 | Using Capital Letters |
| U2.W5 | Folktale | U6.W2 | Quotation marks |
| U3.W 1 | Animal Fantasy | U6.W3 | Prepositions & Prepositional Phrases |
| U3.W 3 | Narrative Poems | U6.W4 | commas |
| U3.W 4 | Writing for tests: Realistic Fiction | U6.W5 | commas in compound sentences |
| U4.W4 | Narrative Poem | | |
| U4.W5 | Thank-You note | | |
| U5.W1 | Narrative Nonfiction | | |
| U5.W2 | Realistic Fiction | | |
| U5.W3 | Journal Entry | | |
| U5.W4 | Animal Fantasy | | |
| U5.W5 | Humorous Fiction | | |
| U6.W1 | Realistic Fiction | | |
| U6.W2 | Descriptive Poem or Song | | |

RCS - Writing

Narrative

2nd Grade

Exemplar works

These will be collected and added throughout the year.

ALL http://www.corestandards.org/assets/Appendix_C.pdf

<http://www.ode.state.or.us/search/page/?id=528>

Genre Specific Rubrics

| Narrative Writing Rubric | | | | | |
|--------------------------|--|---|--|---|---|
| Score | Narrative Focus | Organization | Development of Narrative | Language and Vocabulary | Conventions |
| 4 | Play scene is strongly focused throughout. | Play scene has a well-developed plot. | Play scene includes effective use of details and dialogue. | Play scene uses precise, concrete sensory language. | Play scene has correct grammar, usage, spelling, capitalization, and punctuation. |
| 3 | Play scene is mostly focused throughout. | Play scene has a plot with some unrelated events. | Play scene includes adequate use of details and dialogue. | Play scene uses adequate sensory language. | Play scene has a few errors but is understandable. |
| 2 | Play scene is somewhat focused. | Play scene's plot is not clear. | Play scene includes only a few details and some dialogue. | Play scene's language is not precise or sensory. | Play scene has some errors in usage, grammar, spelling, and/or punctuation. |
| 1 | Play scene is confusing. | Play scene has little or no plot. | Play scene includes few or no details or dialogue. | Play scene's language is vague or confusing. | Play scene is hard to follow because of numerous errors. |
| 0 | Play scene receives no credit if it does not demonstrate adequate command of narrative writing traits. | | | | |

Writing Guidance Document:

2nd Grade

Persuasive (2nd & 4th six weeks)

developed with 2014 Indiana Academic Standards



Persuasive Writing

What students should be making during this unit

During this unit students will learn skills that will help produce quality persuasive writing

Persuasive writing can take several formats:

Review

Advertisement

Sign/ poster

Persuasive Letter

RCS - Writing Persuasive 2nd Grade

Links to Reading Street

| Persuasive Lessons | | Language lessons | |
|--------------------|---|------------------|--|
| U3, U6 | Writing to Sources | U2.W1 | nouns |
| U5 | Unit Writing Process Project: Persuasive Letter | U2.W2 | Proper Nouns |
| U4.W1 | Friendly Letter | U2.W3 | Singular & Plural Nouns |
| U6.W3 | Invitation Letter | U2.W4 | Plural Nouns that change spelling |
| U6.W5 | Persuasive Statement | U2.W5 | possessive nouns |
| | | U4.W1 | adjectives and our senses |
| | | U4.W2 | adjectives for number, size, and shape |
| | | U4.W3 | comparative and superlative adjectives |
| | | U4.W4 | adverbs that tell when and where |
| | | U4.W5 | adverbs that tell how |
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RCS - Writing

Persuasive

2nd Grade

Exemplar works

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Genre Specific Rubrics

| Argument Writing Rubric | | | | | |
|-------------------------|--|---|---|--|--|
| Score | Statement of Purpose/Focus | Organization | Development of Evidence | Language and Vocabulary | Conventions |
| 4 | Opinion is clearly stated and well supported in essay. | Essay contains reasons in a logical order and a conclusion. | Essay includes sufficient evidence including facts and details. | Essay uses linking and persuasive words effectively. | Essay has correct grammar, usage, spelling, capitalization, and punctuation. |
| 3 | Opinion is clear and adequately supported in essay. | Essay's reasons are adequately organized. | Essay includes adequate evidence including facts and details. | Essay uses some linking and persuasive words. | Essay has a few errors but is understandable. |
| 2 | Opinion is somewhat supported in essay. | Essay's organization is inconsistent. | Essay's evidence is insufficient. | Essay uses few linking or persuasive words. | Essay has some errors in usage, grammar, spelling, and/or punctuation. |
| 1 | Essay lacks opinion and/or support. | Essay lacks organization. | Essay lacks evidence. | Essay's language is vague or confusing. | Essay is hard to follow because of numerous errors. |
| 0 | Opinion essay receives no credit if it does not demonstrate adequate command of argument or persuasive writing traits. | | | | |

Writing Guidance Document:

2nd Grade

Informative (3rd & 5th six weeks)

developed with 2014 Indiana Academic Standards



Persuasive Writing

What students should be making during this unit

During this unit students will learn skills that will help produce quality informative writing

Informative writing can take several formats:

Instructions / Directions

Recipe

Thank-You Note

Friendly Letter

Report / Research

Lists

Links to Reading Street

| Informative Lessons | | Language lessons | |
|---------------------|--|------------------|-----------------------------------|
| U2, U4 | Writing to Sources | U3.W1 | Verbs |
| U2 | Unit Writing Process Project: Directions | U3.W2 | Verbs w/ Singular & Plural Nouns |
| U3 | Unit Writing Process Project: Compare & Contrast | U3.W3 | Verbs for Past, Present, & Future |
| U4 | Unit Writing Process Project: Description | U3.W4 | Verbs |
| U6 | Unit Writing Process Project: Research Report | U3.W5 | Verbs am, is, are, was, were |
| U1.W2 | Expository Nonfiction | U5.W1 | Pronouns |
| U2.W2 | Biography | U5.W2 | Singular & Plural Pronouns |
| U2.W3 | Expository Nonfiction | U5.W3 | Using I & Me |
| U3.W2 | Friendly Letter | U5.W4 | Different Kinds of pronouns |
| U3.W5 | Review | U5.W5 | Contractions |
| U4.W2 | Expository Nonfiction | | |
| U4.W3 | Short Expository Report | | |
| U6.W4 | Compare & Contrast Text | | |
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RCS - Writing

Informative

2nd Grade

Exemplar works

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Genre Specific Rubrics

| Informative/Explanatory Writing Rubric | | | | | |
|--|--|---|---|--|--|
| Score | Focus | Organization | Development of Evidence | Language and Vocabulary | Conventions |
| 4 | Essay's topic is clearly stated and well supported with evidence. | Essay's organization includes an introduction, body, and conclusion. | Essay's evidence is thorough and carefully presented. | Essay uses precise language to present ideas effectively. | Essay has correct grammar, usage, spelling, capitalization, and punctuation. |
| 3 | Essay's topic is stated and adequately supported with evidence. | Essay's organization is clear, but some ideas are not well connected. | Essay's evidence is adequate. | Essay uses more general language to convey ideas adequately. | Essay has a few errors but is understandable. |
| 2 | Essay's topic is stated but lacks sufficient support. | Essay's organization is inconsistent. | Essay's evidence is incomplete or insufficient. | Essay uses overly simple language; ideas are not clearly stated. | Essay has some errors in usage, grammar, spelling, and/or punctuation. |
| 1 | Essay's topic is unclear and insufficiently supported. | Essay lacks organization. | Essay lacks sufficient evidence. | Essay's ideas are unclear or confusing. | Essay is hard to follow because of numerous errors. |
| 0 | Compare and contrast essay receives no credit if it does not demonstrate adequate command of informative/explanatory writing traits. | | | | |