

**Grade 2: Text Types and Range of Writing**

Skills	Description of Writing	Knowledge	Description of Writing
1	<p><b>Unit 1</b>  <b>Writing:</b> In Unit 1, students focus on writing sentences to prepare for more formal writing tasks in subsequent units. Students write a personal narrative about their best pal in Lesson 10. Students also write in response to text and write an opinion about a food they like to eat. There are additional writing activities in Pausing Points.</p>	1	<p><b>Fairy Tales and Tall Tales</b>  <b>Writing:</b> Students explore narrative writing by studying the characteristics of fairy tales and tall tales. They work independently to rewrite a fairy tale by changing one element and write a description of a scene. Students also use graphic organizers and write in response to questions about the text. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
2	<p><b>Unit 2</b>  <b>Formal Writing: Opinion</b>            Students plan, draft, edit, and publish a book report about <i>The Hare and the Hedgehog</i>, providing their opinions and impressions of the narrative using details from the text. Begins in Lesson 12.  <b>Informal Writing:</b> fictional narrative, graphic organizers, responses to text, Pausing Points</p>	2	<p><b>Early Asian Civilizations</b>  <b>Formal Writing: Informational</b>            Students work in small groups to write an informational book about paper, writing, and calligraphy in ancient China. Students plan, draft, publish, and share their books. Begins in Lesson 9.  <b>Informal Writing:</b> notes, graphic organizers, responses to text, exit tickets, Pausing Points, Culminating Activities</p>
3	<p><b>Unit 3</b>  <b>Formal Writing: Personal Narrative</b>            Students plan, draft, edit, and revise a personal narrative about an event that actually happened to them. Begins in Lesson 23.  <b>Informal Writing:</b> shared writing, responses to text, graphic organizers, Pausing</p>	3	<p><b>The Ancient Greek Civilization</b>  <b>Formal Writing: Narrative</b>            Students plan, draft, and edit a fictional narrative about someone living in the time of ancient Greece. Begins in Lesson 10.  <b>Informal Writing:</b> opinion, notes, graphic organizers, responses to text, Pausing Points, Culminating Activities</p>

	Points		
4	<p><b>Unit 4</b>  <b>Formal Writing: Persuasive</b>  Students plan, draft, edit, and publish a persuasive letter on a topic chosen by the class. Begins in Lesson 13.  <b>Informal Writing:</b> opinion, summaries, responses to text, graphic organizers, Pausing Points</p>	4	<p><b>Greek Myths</b>  <b>Formal Writing: Narrative</b>  Students use their knowledge of narrative writing and the elements of myths to write their own Greek myths. Students plan, draft, edit, publish, and share their stories. Begins in Lesson 7.  <b>Informal Writing:</b> Spin a Story tapestry, journal entries, notes, graphic organizers, responses to text, Pausing Points, Culminating Activities</p>
5	<p><b>Unit 5</b>  <b>Formal Writing: Narrative</b>  Students continue to practice writing narratives by rewriting different endings to stories in the Student Reader. Students plan, draft, and edit a different ending to the story “Fire!” Begins in Lesson 18.  <b>Informal Writing:</b> responses to text, graphic organizers, Pausing Points</p>	5	<p><b>The War of 1812</b>  <b>Formal Writing: Persuasive Speech</b>  Students plan, draft, and present persuasive speeches to argue their position about whether the United States should or should not go to war with Great Britain in 1812. Students use information and details from the text as evidence to back up their claims. Begins in Lesson 2.  <b>Informal Writing:</b> research notes, graphic organizers, short descriptions, responses to text, Pausing Points, Culminating Activities.</p>
6	<p><b>Unit 6</b>  <b>Formal Writing: Informational</b>  Students practice paragraph writing in preparation for writing a research report about a nonfiction topic of their choice. Students gather information and plan, draft, and edit their multi-paragraph reports. Begins in Lesson 29.</p>	6	<p><b>Cycles in Nature</b>  <b>Formal Writing: Informational</b>  Students write an informational paragraph about the life cycle of a frog that includes an introduction, transition words, and a conclusion. Begins in Lesson 7.  <b>Informal Writing:</b> observational notes, graphic organizers, illustrated summaries, responses</p>

	<b>Informal Writing:</b> notes, graphic organizers, responses to text, Pausing Points		to text, Pausing Points, Culminating Activities
		7	<p><b>Westward Expansion</b>  <b>Formal Writing: Informational</b>  Students write informational texts to create a Westward Expansion Quilt over the course of the domain. Each quilt square has an image on the front with relevant words and phrases and a summary of the main topic written on the back. Begins in Lesson 1.</p> <p><b>Informal Writing:</b> notes, graphic organizers, responses to text, Pausing Points, Culminating Activities</p>
		8	<p><b>Insects</b>  <b>Formal Writing: Informational Narrative</b>  Students use information gathered during the domain to plan, draft, and edit an informational narrative from an insect's perspective.</p> <p><b>Informal Writing:</b> journal entries, labeling, research notes, descriptions, Pausing Points, Culminating Activities</p>
		9	<p><b>The U.S. Civil War</b>  <b>Writing:</b> Students respond to information in the text by writing daily in Civil War journals. Students also use graphic organizers and short summaries. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
			<b>Human Body: Building Blocks and Nutrition</b>

		<p>10</p>	<p><b>Writing:</b> Students write journal entries about what they know and have learned about the human body, its systems, and other information gathered in the domain. Students also write in response to questions and use graphic organizers to sort information. Pausing Points and Culminating Activities provide additional opportunities for student writing.</p>
		<p>11</p>	<p><b>Immigration</b>  <b>Formal Writing: Narrative</b>  Students plan and draft a letter from the perspective of a fictional immigrant writing home to a family member or friend, describing events based on knowledge gained from the Read-Alouds.  <b>Informal Writing:</b> E Pluribus Unum puzzle, notes, graphic organizers, short responses to text, Pausing Points, Culminating Activities</p>
		<p>12</p>	<p><b>Fighting for a Cause</b>  <b>Formal Writing: Poetry</b>  Students plan and draft free verse poetry throughout the unit to express their opinions about topics in several Read-Alouds. Students then choose one of their poems to revise, edit, and publish. Begins in Lesson 9.  <b>Informal Writing:</b> responses to text, graphic organizers, Pausing Points, Culminating Activities</p>