

Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



## DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.  
Superintendent of Catholic Schools



## DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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# Frameworks



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## HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

## RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

# Student focus Areas

## Essential Questions

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

## Catholic School – Writing Standards (CS.W)





CS.W.1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.W.2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.W.3	Use grammar as a means of signifying concepts and the relationship to reason.

# 2<sup>nd</sup> Grade – Writing Framework













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of ALEXANDRIA

## YEAR AT A GLANCE:

Unit	Genre	Unit Timeline
<b>1</b>	Narrative Writing	 Time Frame: 8-12 weeks
<b>2</b>	Writing About Reading	 Time Frame: 4-8
<b>3</b>	Lab Reports and Science Books	 Time Frame: 4-8
<b>4</b>	Poetry	 Time Frame: 4-8

## TEACHING Tips

-  Teach daily focused mini-lessons
-  Teach one mini lesson per day
-  Teacher and class involved in shared interactive writing
-  Students have independent writing time
-  Share good writing samples
-  Assign relevant writing topics & writing time
-  Create writing folders
-  Use mentor authors/texts to assist with modeling writing instruction
-  Set individual student writing goals
-  Collaborative revising with peers

# 2<sup>nd</sup> Grade Writing Standards



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## WRITING STANDARDS

### Text Types and Purposes

DOA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion , supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
DOA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
DOA.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.

### Production and Distribution of Writing Standards

DOA.W.2.5	With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.
DOA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge Standards

DOA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
DOA.W.2.8	Recall relevant information from experiences or gather information from provided sources to answer a question.

### Presentation of Knowledge and Ideas

DOA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
DOA.SL.2.5	Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
DOA.SL.2.6	Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

# 2<sup>nd</sup> Grade Grammar Standards



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## LANGUAGE STANDARDS

### Conventions of Standard English

DOA.L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
DOA.L.2.1a	Use collective nouns (e.g., group).
DOA.L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
DOA.L.2.1c	Use reflexive pronouns (e.g. myself, ourselves) and indefinite pronouns (e.g. anyone, everything).
DOA.L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).
DOA.L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOA.L.2.1f	Produce, expand, and arrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie. The action movie was watched by the little boy).
DOA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOA.L.2.2a	Capitalize holidays, product names, and geographic names.
DOA.L.2.2b	Use commas in greetings and closings of letters.
DOA.L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
DOA.L.2.2d	Generalize learned spelling patterns when writing words (e.g. cage → badge, boy → boil).
DOA.L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

DOA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DOA.L.2.3a	Compare formal and informal uses of English.

# 2<sup>nd</sup> Grade Grammar



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## Grammar Guide

Students should enter third grade being able to:

- Write in print and cursive (grades K-2)
- Use basic parts of speech correctly (grades K-2)
- Use basic subject/verb agreement (grade 1)
- Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences with proper capitalization and punctuation (grades K-2)
- Use commas in a series to separate single words and contractions correctly (grades 1-2)
- Generalize learned spelling patterns (grade 2)
- Consult reference material to check spelling (grade 2)
- Know the difference between formal and informal English (grade 2)

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 1 NARRATIVE WRITING

### Standards:

W.2.3, W.2.5, W.2.7, W.2.8, W.2.10, W.3.3, W.3.10, SL.2.1, SL2.1a, SL.2.2, SL.2.3, SL.2.4, SL2.6, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L3.5a

### Essential Questions:

1. What strategies can we use to develop ideas into meaningful narratives?
2. How can we study a published text and the authors' techniques to help us raise the level of our own writing?
3. How can we use the guidance of a mentor author and transfer those skills to our own writing?
4. What role does revising and editing play in making our writing as powerful as it can be?

### Knowledge and Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning and focus
- Use strategies, such as tone, style and consistent point of view to achieve a sense of completeness
- Write coherent paragraphs that develop a central idea and have topic sentences and facts and details
- Use clear, precise and appropriate language
- Use figurative language and vivid words
- Use correct word order
- Use correct spelling, grammar; capitalize and punctuate correctly
- Correct sentence fragment
- Revise
- Edit and proofread
- Publish
- Narrative and writing such as personal narratives and stories

### Suggested Mentor Texts:

- Owl Moon by Jane Yolen
- The Leaving Morning by Angela Johnson
- Diary of a Wimpy Kid by Jeff Kinney
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
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## UNIT 1 NARRATIVE WRITING

Goals	Suggested Mini lessons	Teacher's Notes
<p><i>To prepare for this unit:</i></p> <ul style="list-style-type: none"> <li>• <i>Set up a writing center to include five page booklets, single sheets of paper, revision strips and flaps, writing caddies with pens, staplers, post it notes and date stamps</i></li> <li>• <i>“Tiny Topic” notepads</i></li> <li>• <i>Writing folders</i></li> </ul>		
<p>Writers explore and implement strategies to generate topics and develop good habits for writing.</p>	<p>Writers choose meaningful stories to write by hearing stories from master authors.</p>	<p>Tiny Topic” notepads</p>
	<p>Writers choose meaningful stories by paying attention to the kinds of stories mentor authors tell.</p>	
	<p>Writers develop a topic into stories by planning and thinking.</p>	
	<p>Writers generate ideas by collecting details and jotting them down.</p>	<p>Objects for observation (ex: seashells) Magnifying glasses</p>
	<p>Writers develop strong endings to their stories by examining how professional writers construct their endings.</p>	<p>Good endings anchor chart</p>
	<p>Writers make sure their writing makes sense by rereading and looking for punctuation.</p>	<p>Demonstration writing that includes some misspellings</p>
	<p>Writers achieve writing goals by making plans and setting goals.</p>	<p>Quote from Jane Yolen Narrative Writing Checklist (enlarged) “Things That Make Us Stronger Writers” chart “Writing Goals” chart</p>

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 1 NARRATIVE WRITING

Writers study published texts to learn from authors' techniques in order to raise the level of their own writing.	Writers revise their writing by trying a few different ways to see what feels right and matches what they want their readers to take away.	Any story intended to make students laugh (ex: <u>Diary of a Wimpy Kid</u> by Jeff Kinney)  Any story intended to make writers feel despair (ex: <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst)
	Writers model their own writing by studying different parts of mentor texts.	Powerful parts of texts, such as Owl Moon, marked with a post it.  "Learning Writing Moves From Our Favorite Authors" chart
	Writers make their writing more powerful by trying out craft moves that mentor authors use.	Anchor chart
	Writers model their own writing by matching their writing with a published text.	
	Writers revise their writing for craft moves they chosen from a mentor text by questioning, "does this move make sense" for my own writing.	"Language Choices Jane Yolen Made" anchor chart
	Writers revise their writing focusing on how their writing sounds by examining mentor authors word choices.	
	Writers prepare to share their writing with an audience by examining the editing they have done to make sure it is correct.	Editing checklist

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 1 NARRATIVE WRITING

Writers use the guidance of mentor authors to create their own pieces.	Writers learn from mentor authors by choosing their own mentor texts and studying them.	“How to Learn Writing Moves from a Mentor Text” chart  Basket of mentor texts for students use
	Writers write in new, bold ways by choosing a specific strategy and practicing it.	
Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.	Writers revise their writing for accuracy by utilizing the opinions of their partners.	Narrative Writing Checklist
	Writers get their writing ready for publication by revising their writing for spelling, punctuation, and word choice.	Editing Checklist
	Writers acknowledge their achievements by preparing for a writing celebration.	

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 2 WRITING ABOUT READING

### Standards:

W 2.1, W 2.5, W 2.6, W 2.7, SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 2.4,L 2.1, L 2.2, L2.3

### Essential Questions:

- As writers, how do we write about our reading?
- As writers, how do we use more sophisticated, elaborative techniques to raise the level of our opinion writing?
- As writers, how do we support our opinions with text evidence to write nominations for our favorite books?

### Knowledge and Skills:

- Respond to literature
- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning an focus
- Use clear, precise, and appropriate language
- Combine, elaborate, and vary sentences
- Use correct spelling and grammar; capitalize and punctate correctly
- Correct sentence fragments and run-ons
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics
- Publish own work

### Suggested Mentor Texts:

- Any text with favorite/familiar characters (Henry and Mudge, Pinky and Rex, Harry the Dirty Dog)
- Pinky and Rex and the Bully
- Mercy Watson to the Rescue
- Poppleton by Cynthia Rylant

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 2 WRITING ABOUT READING

Goals	Suggested Mini lessons	Teacher's Notes
Writers write about their reading by closely evaluating their books and keeping their audience in mind.	Writers who love stories share their opinions by writing letters to each other about favorite characters.	Envelopes with labels/addresses saying "Reader in Room "  Anchor chart: " Uncovering our Opinions About Books"
	Writers rehearse for their writing with a partner by talking through the big ideas they are having about their books and add smaller details in as they begin to write.	
	Writers uncover additional details beyond the text by analyzing the pictures in books	
	Writers retell parts of the story to help their readers understand their opinion when writing about books	Sentence stems
	Writers choose the content of their letters by keeping the audience in mind.	Chart paper with opinion letter already written  2nd chart paper with a second version of the opinion letter written
	Writers check their work to be certain it is their best work by revising and editing their writing	Opinion Writing Checklist

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 2 WRITING ABOUT READING

Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.

Writers make their letter writing stronger by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting

Multiple pages of letter –writing paper stapled together to create a letter writing booklet.

Anchor chart “Make it stronger, longer, and more convincing”

Writers read books closely to be certain to notice all of the details in order to write letters that are more detailed and grow new ideas.

Writers support their opinions by looking for multiple pieces of evidence from the text.

Helpful Linking Words chart

Writers inquire into how and when to use capital letters by looking into mentor texts

Chart “We use Capitals in our Writing...”

Excerpt from a text that highlights the use of capital letters.

Writers draw in and entertain their readers by adding in fun details to fancy up their writing.

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 2 WRITING ABOUT READING

Writers write nominations by supporting their opinions with text evidence.

Writers of nominations choose topics that they have strong opinions about by analyzing books and evaluating how they can support their opinion with reasons and details

Books the students may want to “nominate” for awards

Nomination paper

Writers support their opinions by using specific evidence from the text and use quotations marks when necessary.

“Using a Quote” chart

Writers support their opinions by comparing characters, series, or kinds of books to explain why they think one is better than the other one.

Writers use mid-sentence punctuation to write longer and stronger sentences.

Writers read and study the work of other writers by trying to incorporate what they have learned in their own writing.

Stationery or index cards and markers, so children can write “compliment cards” to each other

Writers critique their writing to determine their strengths and weaknesses by using assessment tools

Opinion writing checklist

Writers work hard toward their goals. When they meet those goals, they reexamine their writing and set brand-new goals.

Chart paper with labeled Venn diagram

Student writing from early in the year

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 3 LAB REPORTS AND SCIENCE BOOKS

### Standards:

W 2.2, W 2.5, W 2.7, W 2.8, W 3.2, W 3.4, W 3.5, W 3.7, SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 3.1, SL3.4, L 2.1, L 2.2, L2.3, L2.4, L2.5, L2.6

### Essential Questions:

- How do writers analyze the details before, during, and after an experiment to compose a lab report?
- How do writers deepen their writing skills by exploring and examining their experiments?
- How do writers analyze mentor texts to compare ideas to organize their informational writing?

### Knowledge and Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning an focus
- Use clear, precise, and appropriate language
- Combine, elaborate, and vary sentences
- Use correct spelling and grammar; capitalize and punctate correctly
- Correct sentence fragments and run-ons
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics
- Publish own work

### Suggested Mentor Texts:

- Forces and Motion by John Graham
- Incredible Cross Sections by Stephen Biesty

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Goals	Suggested Mini lessons	Teacher's Notes
<p>Writers use a procedural format to write like a scientist by analyzing the details before, during, and after an experiment.</p>	<p>Scientists write by using a specific format, a lab report, where they record all the details before, during, and after an experiment.</p>	<p>4-5 page stapled booklets (pages should have a picture box and 6-12 lines for writing)</p> <p>Chart with the Scientific Process (Question, Hypothesis, Procedures, Results, and Conclusion)</p> <p>Anchor Chart: "To Write like a Scientist"</p>
	<p>Writers study mentor texts when learning to write a new genre, (procedural writing), by asking, what the author has done that they could try as well.</p>	<p>Information Writing Checklist (enlarged and regular size)</p>
	<p>Scientific writers come up with their own ideas for what to write about by deciding on a question they want to find out about and then planning and testing their question with an experiment and recording all the steps as they go along.</p>	
	<p>Writers think deeply about their conclusions by asking themselves, "Why?" and then offering the best explanation they can based on their results.</p>	<p>Prompts to support partner talk</p> <p>Draft of a conclusion page to display</p> <p>"In conclusions.." charts</p>
	<p>Scientific writers improve their writing by learning more about their topic and then revising their writing based on their new knowledge.</p>	<p>Chart with scientific vocabulary</p>
	<p>Writers self-assess by making sure their writing reflects all they know how to do, and then set goals based on their analysis.</p>	<p>Information writing checklist</p> <p>"Words Science Experts Use" Chart</p>

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Scientific Writers deepen their writing skills by exploring and examining their experiments..

Scientific writers use all that they know by focusing on not only their scientific knowledge but also the writing process.

Scientific writers strengthen their writing by looking toward mentors for exemplary writing.

Scientific writers grow and extend their thinking by comparing the results of their experiments against other scientists' results.

Scientists use their initial results and writing to generate new experiments by revisiting their initial experiments and asking, "What do I still wonder?"

Scientists show their audience they are experts in their field by using domain- specific language when speaking and writing about their topics.

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Writers analyze mentor texts to compare ideas to organize their informational writing.	Writers plan to write information books by planning how their information will go and choosing topics they know a lot about.	Copies of blank tables for contents pages in the writing center Mentor “table of contents”
	Writers draft the chapters of their books by looking back at their tables of contents and their plans and deciding what they will write first, then next.	
	Writers look to mentor texts to find ideas for their own writing by investigating how authors integrate scientific information into their writing.	Suggested texts: Incredible Cross Sections by Stephen Biesty
	Writers use comparisons in their informational books by comparing something that is new for their readers, to something they already know.	
	Scientific writers use strategies to share hard-to-understand concepts with their readers by slowing down their writing, magnifying pictures or images, and drawing pictures to show the insides of objects.	
	Writers explore mentor texts to determine how to write introductions and conclusions.	Sample introduction and conclusions for mentor text
	Writers edit their books by rereading and making their writing easier to read, inserting capitals, commas, and apostrophes where appropriate.	
	As scientific writers, we share our work with various audiences.	

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 4 POETRY

### Standards:

W.2.3, W.2.5, W.2.8, W.2.6, W.3.3b, W3.10, SL.2.1, SL.2.2, SL.2.3, SL.2.4, L.2.1, L2.2, L.2.3, L.2.4, L.2.5, L.2.6, L.3.3, L.3.3a

### Essential Questions:

- As poets, how do we analyze the structures of poetry to determine the role that observations of our everyday life, our feelings, and sounds play within the genre?
- As poets, how can we experiment with language, word choice, and sound to create meaning in our poems?
- As poets, how do structures (the specific way of putting a poem together) relate to the sound and meaning of poems?
- As poets, what strategies can we use to revise and edit our poems?

### Knowledge and Skills:

- Figurative language
- Repetition
- Word Choice
- Line breaks
- Sound
- Patterns
- Imagery
- Structure
- Revision
- Editing

### Suggested Mentor Texts:

- Old Elm Speaks by Kristine O'Connell George

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 4 POETRY

Goals	Suggested Mini lessons	Teacher's Notes
<p>To Prepare for this unit:</p> <ul style="list-style-type: none"> <li>• Feature Poetry Around Room</li> <li>• Baskets of Poems available for student use</li> <li>• Baskets of various objects (some for teacher only and some for student use)</li> <li>• Poetry Folders</li> </ul>		
<p>Poets analyze the structures of poetry to see poetry through the “eyes of a poet.”</p>	<p>Poets examine the craft of a poet by looking at things closely, caring about what they see and sometimes by making comparisons.</p>	<p>“Pencil Sharpener” by Zoe Ryder White enlarged on chart</p> <p>“Ceiling” by Zoe Ryder White enlarged on chart paper</p> <p>Reading Poetry Like a Poet anchor chart</p> <p>Baskets of various different objects for student exploration</p>
	<p>Poets examine the craft of poetry by paying attention to line breaks within the poem.</p>	
	<p>Poets generate ideas for their poems by choosing topics that mean a lot to them and zooming in on one small thing, moment, object, or image.</p>	<p>Excerpt from “Valentine for Ernest Mann” by Naomi Nye</p> <p>Strategies Poets Use to Write Poems</p>
	<p>Poets formulate ideas for poems by asking themselves, “Does this idea contain both strong feelings and concrete details?”</p>	
	<p>Poets edit their poems by paying close attention to spelling and draw on strategies to fix their errors.</p>	<p>Model poem with spelling errors</p> <p>“Give it a Shot” spelling chart</p>

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 4 POETRY

Poets experiment with language, word choice, and sound to generate ideas for writing meaningful poems.	Poets think carefully about word choice by choosing words that match what they are trying to say.	“Poetry Decisions that Strengthen Meaning” anchor chart Index cards “Lullaby” by Kristine O’Connell George enlarged on chart paper
	Poets make their poems clear by using repetition of words, sounds, and lines.	“Go Wind” by Lillian Moore enlarged on chart paper
	Poets consider the mood of their poems by asking themselves, “Does the mood match the meaning?”	“Way Down in the Music” by Eloise Greenfield enlarged “Poem” by Langston Hughes enlarged
	Poets clarify feelings and ideas in poems by using comparisons	Comparison Chart: “Ordinary Language” and “Comparative Language” “Inside My Heart” by Zoe Ryder White enlarged on chart paper
	Poets can stretch a comparison all the way through a poem by including actions that go along with it.	“Lullaby” by Kristine O’Connell George enlarged

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 4 POETRY

Poets gain an understanding of how sound and structure relates to the meaning of their poems.	Poets experiment with different structures, specifically conversation and list poems, for writing poems by studying mentor poets.	“Maples in October” by Amy Ludwig VanDerwater enlarged  “Destiny” by Kristine O’Connell George
	Poets revise poems by noticing what mentor authors have done and considering doing similar things within their own writing.	
	Poets chose structures for their poem by understanding the relationship between structure and meaning.	
	Poets write from a different point of view, other than their own by dropping their own voice and taking on the voice of another person or thing.	“Waiting Room Fish” by Any Ludwig VanDerwater enlarged

# 2<sup>nd</sup> Grade Writing Framework



THE DIOCESE  
of ALEXANDRIA

## UNIT 4 POETRY

Poems develop strategies to revise and edit their poems	Poets revise their poems by asking themselves, “How can I make this work even better?” and look for opportunities to show, not tell.”	
	Poets edit their poems looking or trouble spots by asking themselves, “Does this sound right?”	
	Poets celebrate their poetry writing by reading their poems to various audiences.	