

AMHERST PUBLIC SCHOOLS
2nd GRADE ELEMENTS OF QUALITY WRITING

	FOCUS	STRUCTURE	ELABORATION	STYLE	CONVENTIONS
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Curriculum Units:	<p>Generates and chooses a topic for writing by exploring ideas and personal memories.</p> <p><i>* What is this writing about?</i></p> <p><i>* What do I want to say? What do I want my readers to know?</i></p>	<p>Uses genre structure to guide organization and meaning.</p> <p><i>* How do I help my reader by using a beginning, middle and end in my stories?</i></p> <p><i>* What are the features of writing I need as I writer in different genres?</i></p>	<p>Adds detail to enrich ideas and give the “why” behind the “what”.</p> <p><i>* How can I help a reader feel and see more of what I see?</i></p> <p><i>*Where can I write more using my five senses or my thinking, feelings, and memory?</i></p>	<p>Conveys an attitude toward the reader and topic through language choices.</p> <p><i>* How do I want a reader to feel about what I am saying?</i></p> <p><i>* How can I choose words to give a certain kind of message?</i></p>	<p>Expands use of standard spelling and writing mechanics to make writing readable by self and others.</p> <p><i>*Did I use what I’ve learned to spell accurately, print neatly and use capitals and end punctuation?</i></p> <p><i>*Did I self-check or work with a partner or teacher to make my writing better?</i></p>
<p>UNIT 1:</p> <p>Launching Writing Workshop</p> <p>Personal Narratives</p> <p>Participates in establishing a community of writers who can respond with interest and attention to the work of others.</p>	<p>Listens to and reads mentor author texts to note that writers use pictures and words to tell stories.</p> <p>Engages in Shared Writing and teacher modeled writing of topics from memories and personal and shared experiences.</p> <p>Engages in teacher modeled writing mini-lessons on routines of writing workshop, ways to generate ideas for true stories, and expanding ideas on paper.</p>	<p>Learns routines and procedures of writing workshop:</p> <ul style="list-style-type: none"> -using writing folders, journals -accessing supplies -transitioning from mini-lesson to tables, from writing to sharing -making paper choices -dating finished work -considering publishing choices <p>Tells stories step by step across fingers or pages to aid clarity and completeness.</p>	<p>Revisits mental image to add to drawing or to extend the story with details.</p> <p>Practices using idea development strategies including:</p> <ul style="list-style-type: none"> -oral retelling -writing from pictures -visualizing and describing sensory details with 5 senses <p>Rereads and revisits writing during composing and revising to keep ideas going and to add on.</p>	<p>Writes to reflect words used to tell the story.</p> <p>Uses speech bubbles and thought bubbles in pictures to convey action, thoughts, or words.</p> <p>Considers who the audience may be for the writing and checks for readers’ understanding of intended story.</p>	<p>Practices effective posture and motor planning, pencil grip, and letter formation.</p> <p>Explores effective use of materials: paper, pencils, erasers, stapler, date stamp.</p> <p>Works to spell using high frequency words, word wall, and known parts of words to spell new words.</p> <p>Builds awareness of and begins to use classroom resources for spelling support.</p> <p>Practices use of proper end punctuation and capitalization.</p>

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<p>Learns procedures and routines to use writing time productively.</p> <p>Understands that writers study good writing of other writers.</p> <p>Produces baseline work for teacher and student goal-setting.</p> <p>Develops use of writer's notepad for depicting or listing ideas and writer's folder for organizing work.</p>	<p>Chooses topics from their lives: special people, places or things.</p> <p>Develops strategies to generate ideas from everyday events and small moments in life: -draw pictures -talk to partner, teacher -dramatize -brainstorm -make lists of big ideas and small moments within those ideas</p> <p>Gets ideas from published writing: -mentor texts -class shared writing -peer writing</p> <p>Observes teacher modeled writing to learn ways to: -decide on topic that is true -picture it in mind -use pictures to tell a story -sketch to record personal meaning with drawings</p>	<p>Uses graphic organizer to organize piece: timeline, story map.</p> <p>Draws scenes of a true story and writes off of each picture.</p> <p>Retells story or rereads story to see if it conveys the personal experience, matches what happened and makes sense.</p> <p>Considers beginning, middle, and end as essential parts to include.</p> <p>Practices using ideas from mentor text to introduce a story and move the story across a sequence of actions with transitional phrases.</p>	<p>Rereads alone or with partner to consider where to say more and writer's craft for adding action, dialogue, or thoughts and feelings.</p> <p>Considers and begins to answers questions posed by peers and teachers to get ideas of where to add detail or expand piece to help the reader.</p> <p>Learns about ways to publish and celebrate as writers.</p>	<p>Begins to use elements of natural speech in writing: -asides -confessional tone -intimacy with the reader</p> <p>Notices familiar forms of writing and engages in writing projects in daily life – lists, letters, messages, signs, songs, and plans.</p>	
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	<p>Launches into life as writer: -tells true story -touches page(s) while telling story -tells story across fingers -puts story ideas on paper</p> <p>Gets ideas from published writing: -mentor texts -class shared writing -peer writing</p> <p>Practices what to do when finished: -rereads writing -adds on to picture and/or writing -reads to a teacher or peer -files writing and begins new piece</p> <p>Discovers writers don't need a new idea every day and can add on.</p> <p>Learns to write for self and varied audiences.</p>				
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<p>UNIT 2:</p> <p>Small Moment Stories</p> <p>True stories</p> <p>Snapshots about self</p>	<p>Listens to and reads mentor texts to explore how writers narrow the focus of an event or experience to write small moment stories.</p> <p>Generates and chooses ideas from everyday events and seeing true stories everywhere: -a special person or place -a favorite thing to do -a strong feeling or one time felt that way -first time (or last time) something happened -celebrations -an object that holds a special memory -a personal photograph</p> <p>Maintains lists and drawings in writer's folder for story ideas.</p> <p>Attends to small moments and tiny details that stretch the moment in read aloud texts and shared writing.</p>	<p>Decides on true story and tells story in step by step sequence to aid in clarity and completeness.</p> <p>Develops a storyline rather than writing a summary or list of what happened.</p> <p>Works to maintain story focus on one moment in time.</p> <p>Recalls what happened first, next, etc. by replaying the small moment like a movie in the mind.</p> <p>Uses graphic organizers to develop focused sequence of small moment: -storyboards -timelines -story maps</p> <p>Draws pictures in order to convey sequence of actions in small moment.</p>	<p>Retells a small moment in sequenced steps.</p> <p>Rereads stories to decide where to add information.</p> <p>Pictures the moment and revisits that image to consider what more to write.</p> <p>Draws pictures across pages and uses them to support and enhance meaning of words.</p> <p>Uses words in writing that were used to orally tell the story.</p> <p>Begins to consider what the reader needs to know to follow storyline and intent of piece.</p> <p>Includes details in writing by zooming in on a moment and recalling what happened in sequence of small actions.</p>	<p>Notices concept and content of small moment stories in other's writing and mentor texts.</p> <p>Conveys importance of people and places in writer's life through small moments chosen for stories.</p> <p>Writes and revises to include story action and writer's reaction to story events adding personal thoughts or feelings.</p> <p>Values details in other's stories and mentor texts and adds details to own writing to help the reader know more.</p> <p>Includes sensory words to add interest.</p> <p>Begins to match language choices with purposes: self-discovery, communicating with reader, and formal publication.</p>	<p>Practices effective writing posture and pencil grip.</p> <p>Improves letter size and formation.</p> <p>Works to spell using high frequency words, word wall, and known parts of words to spell new words.</p> <p>Uses classroom resources for spelling support.</p> <p>Uses capitalization of names and the word <i>I</i>.</p> <p>Works to develop consistency in using capitalization for first word of a sentence and proper nouns.</p> <p>Uses end punctuation (., !, ?) with little prompting.</p> <p>Begins to use contractions with apostrophe to shorten words, e.g. can't, won't.</p> <p>Experiments with quotation marks to offset dialogue.</p> <p>Explores use of revision tools: carats, arrows, scissors, white-out tape, pens, and paper strips to add on.</p>
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	<p>Practices zooming in on a small moment of personal experience by retelling the small sequences of an event.</p> <p>Decides on the <i>heart</i> of the story—the reason it is being told.</p> <p>Becomes aware that audience can be self or others acting as the readers and begins to consider purpose and audience for writing.</p>	<p>Writes to match order of pictures.</p> <p>Checks to see if story makes sense, has logical structure.</p> <p>Experiments with using transition words to structure the passage of time in a small moment: <i>one day, next, then, suddenly, since that day.</i></p> <p>Works to write beginning sentences to put reader at the beginning of the story.</p> <p>Notices endings that bring satisfying conclusion in mentor text and begins to include sense of an ending in own stories.</p>	<p>Practices using strategies for saying more to stretch a small moment by adding: -details about setting -details about people in the story -dialogue -more precise steps in a sequence of events to tell the outside story -thoughts and feelings to tell the inside story</p> <p>Practices using <i>show don't tell</i> to explain a feeling rather than stating it. (I was happy. vs. I ran home with a big smile on my face.)</p> <p>Practices <i>show don't tell</i> by using tiny actions or descriptions to reveal a feeling</p> <p>Recalls and includes details about the setting and learns to weave the setting throughout the story.</p>	<p>Begins to use details and descriptive language to emphasize the important part or heart of the story.</p> <p>Writes in the first person.</p> <p>Stays within point of view of first person.</p> <p>Avoids overused words/phrases (fun, nice, cool, etc.) Avoids overuse of <i>and, then.</i></p> <p>Experiments using bold print and ending punctuation to add voice.</p> <p>Develops growing interest in sharing work with others.</p>	
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			<p>Gets ideas for expanding writing by responding to: <i>-I wonder ...? questions</i> <i>-What's the important part of what you want to tell?</i> -conferring prompts or questions from teacher</p> <p>Rereads with a partner/peer to consider more details to add to story.</p> <p>.Explores revision methods to ensure details are added using: -cut and tape methods -sticky notes to insert revisions -dictation to a teacher or skilled transcriber -tape recorders</p>		
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			<p>Expands stories by recognizing writers don't need a new idea every day: -revisits drawings to check details and intentions for story -rereads to keep going or add on -rereads picture and story to decide if current piece can lead to idea for next piece</p> <p>Shifts between composing and revising to add details or to take away parts that don't support the <i>important part</i> of the story.</p> <p>Practices rereading and revising as parts of writing that occur everyday.</p> <p>Chooses story to fix up for publication and celebration.</p>		
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<p>UNIT 3:</p> <p>Writing for Readers: Skills and Strategies that Improve Narratives for Readers</p> <p>Small Moment Stories</p> <p>Personal narratives</p> <p>Friendly letters</p>	<p>Practices rehearsing for and writing stories daily by: -thinking of true story ideas -sketching on paper -developing story -adding details</p> <p>Considers content of writing so others can appreciate and understand the story or writer’s intent.</p> <p>Attends to mentor texts and teacher modeled writing to learn print concepts and conventions.</p> <p>Maintains emphasis on content and meaning of true stories but gives more consistent attention to conventions as a tool to write for readers.</p>	<p>Uses writing processes learned in previous writing units – true, focused stories and small moment stories written about real everyday occurrences, adventures, and events.</p> <p>Demonstrates independence at generating a topic, choosing paper, and planning out a story across the pages.</p> <p>Recalls what happened first, next, etc. by replaying the small moment like a movie in the mind.</p> <p>Uses mental images of what happened, sketches the story in order, and writes it across four or more pages.</p> <p>Includes multiple sentences on each page that convey story sequence and stay focused on one moment in time.</p>	<p>Increases use of details in pictures and words to show more of the story.</p> <p>Works to say more to expand small moments by including: -details about setting or time of day -details of characters in pictures -more precise steps in a sequence of events -more actions and responses to the action -speech bubbles of dialogue -additional people in story -additional pages of pictures and sentences to match pictures</p> <p>Rereads own writing alone or with peer and considers questions or comments that support ways to improve the writing for readers.</p>	<p>Grows in understanding of self as a writer and that writers use strategies to help them write for themselves or an audience of peers, teachers, and others.</p> <p>Understands writing as a way to make and convey meaning - rereads to check if story makes sense.</p> <p>Rereads previously written stories with a reader’s eye to compare readable and unreadable writing.</p> <p>Begins to transfer learning from Word Work and Shared Writing to own writing.</p> <p>Increases understanding of purposes for writing and makes suggestions about what to do with writing when finished: -share with partner or others -read aloud -publish writing</p>	<p>Increases legibility of writing with consideration of neatness, spacing, letter formation, and accurate spelling of known sight words.</p> <p>Increases use of known sight words to write more efficiently, reread, and improve readability for the reader.</p> <p>Attends to initial, medial, and final sounds and word chunks or spelling patterns to write words and reread.</p> <p>Uses analogies to other known words to spell or read unknown words in writing, e.g., cake-make; stop-day-stay.</p> <p>Spells longer words by breaking them in parts and listening for sounds in the parts.</p> <p>Practices using visual memory of words to write and asks self, “<i>Does that look right?</i>”</p> <p>Begins to use knowledge of verb tense and endings of words to spell with more consistency, e.g., ed, ing, er, ly, est.</p> <p>Grows in consistency to use capitalization to begin sentences.</p> <p>Uses end punctuation (., !, ?)</p>
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	<p>Uses strategies that are necessary to make writing more interesting and readable to the readers: -writer's craft for expanding ideas and including details at the important part of story -spelling strategies -standard conventions for letter formation, spacing, and end punctuation.</p> <p>Observes teacher modeled writing showing how writers use environmental print, word walls, analogies to words, and word lists to help them write words and hold onto story meaning at the same time.</p> <p>Works to quickly write word wall words to produce more efficient writing without sounding out words.</p>	<p>Adds paper to support writing productivity and growing ability to say more to support the reader.</p>	<p>Practices shifting between composing and revising to add details that help the reader envision the story and to improve conventions for readability.</p> <p>Chooses piece to fix up and considers ways to publish and celebrate writing.</p>		<p>Practices using quotation marks to offset dialogue.</p> <p>Practices use of revision tools: carats, arrows, scissors, white-out tape, pens, and paper strips to add on.</p>
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<p>UNIT 4:</p> <p>Author as Mentors</p> <p>Author’s Study through: Small Moment Stories</p> <p>Many Moment Stories</p>	<p>Continues to work in familiar genre of small moments while building understanding of the craft writers use in this genre.</p> <p>Listens to and reads mentor author texts to notice writer’s craft and features of mentor author’s writing and creates a class list of the replicable craft techniques.</p> <p>Recognizes that a writer can study an author to learn ways to add to their own writing skills and strategies.</p> <p>Explores mentor author texts for literary language that makes stories come alive in vivid ways.</p> <p>Participates in teacher modeled writing and Shared Writing experiences using writing techniques like mentor author.</p>	<p>Understands how and why authors write across many pages to tell their stories.</p> <p>Uses tiny seed ideas to write focused small moment stories.</p> <p>Works with partner or peer to orally tell their story and rehearse for writing.</p> <p>Practices writing like mentor author by applying author’s craft to small moment stories: -zooms in on a memorable moment -conveys a sequence within one small moment -makes a small moment big or interesting by adding details at the heart of the story -tells and writes story to span pages -includes beginning, middle, end</p>	<p>Rereads and revises while composing to add details as mentor author would do.</p> <p>Expands writing by responding to conferring prompts or questions from teacher: -<i>Can you picture exactly what happened?</i> -<i>How did it start?</i> -<i>What happened next?</i> -<i>What did you do (or say)?</i> -<i>What did that person do (or say)?</i> -<i>Pretend you are doing that right now. Show me how it went.</i></p> <p>Rereads story and adds dialogue/speech bubbles like mentor author.</p> <p>Rereads story and adds emotion and drama to pictures and words like mentor author.</p> <p>Begins to include time markers, sensory details about setting, and insights into character’s feelings and thoughts, i.e., inside story.</p>	<p>Sees self as a writer who can write like other writers.</p> <p>Builds on use of strategies to plan, revise, and improve writing during and after drafting.</p> <p>Chooses own mentor author to reflect on and use as model for new writing: -ideas for story seeds -genre choices of the author -author’s craft techniques</p> <p>Begins to reflect mentor author’s craft in own writing.</p> <p>Uses enlarged print to create drama.</p> <p>Uses punctuation like ellipses, dash marks or commas to grow suspense or slow the reader down.</p> <p>Practices using more precise action words to add clarity and interest.</p>	<p>Improves use of print concepts: -legible letter formation -spacing -initial capitalization -“I” is always capitalized -correctly spelled word wall words -ending punctuation to end thought</p> <p>Practices using quotation marks to offset dialogue.</p> <p>Increases use of known sight words to write more efficiently, reread, and improve readability for the reader.</p> <p>Practices using visual memory of words to write and asks self, “<i>Does that look right?</i>”</p> <p>Works to use knowledge of verb tense and endings of words to spell with more consistency, e.g., ed, ing, er, ly, est.</p> <p>Uses revision tools: carats, arrows, scissors, white-out tape, pens, and paper strips to add on.</p>
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	<p>Notices instances in which the same craft techniques are used by an author or other authors.</p> <p>Practices ways mentor authors get story ideas by choosing topics from their lives and using notepad or booklet to collect small moment story ideas for future writing.</p> <p>Learns to take brief notes to record a memorable moment idea.</p> <p>Practices ways to implement authors' craft in own writing: -how author's get an idea -developing tiny seed ideas for small moment stories from a larger event or experience rather than writing the entire story -stretching out one small moment in time at the important part or heart of the story</p>	<p>Grows to write many moment story by linking several small moments related to a bigger idea, e.g. My dog is special to me – includes two to three small moments about the dog.</p>	<p>Practices ways to implement authors' craft in own writing by using: -punctuation to grow suspense with dashes and ellipses -short sentences or sentence fragments to relate a fast pace or excitement -tiny actions that convey feelings in order to show, not tell</p> <p>Rereads own writing alone or begins to confer with peer for suggestions to improve writing using author's craft.</p> <p>Adds a cover and title to finished story like mentor author.</p> <p>Begins to personalize writing like mentor author: -dedication page -about the author page</p> <p>Considers ways to publish and celebrate writing.</p>	<p>Attempts to be strategic in adding sounds or sound effects for emphasis.</p> <p>Attempts to use lists of small details or successive actions to add rhythm to the writing.</p> <p>Experiments with using repeating lines for emphasis.</p> <p>Understands that writing needs to be readable to self and others.</p> <p>Writes longer stories to reveal greater writing productivity.</p>	
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	<p>Attempts ways that authors show a big idea in a story by linking small moments together to write a story with many moments.</p>				
<p>UNIT 5: Realistic Fiction</p>	<p>Becomes immersed in mentor texts to learn that authors of realistic fiction: -write made-up stories about things that can really happen to people in daily life -base stories on things they have experienced or seen themselves -base characters on themselves or people they know</p>	<p>Listens to and reads mentor texts to notice the structure of stories focused on a problem and solution and to infer or anticipate how the stories tend to develop and end.</p> <p>Begins to consider plot development based on how a character’s likes and dislikes or wants and needs can lead to problems or trouble.</p> <p>Tells own story aloud and plans story by telling it across pages of writing booklet.</p> <p>Draws pictures across pages to develop the sequence and structure of the story for drafting.</p>	<p>Builds on strategies to add on and develop characters and details used in prior narrative units: -dialogue -thoughts and feelings, internal thinking -stretch and add details at the important part -<i>show don’t tell</i> character feelings -small actions and details to tell the external story</p> <p>Envisions characters and learns that using basis of a real person (e.g., sister, cousin, friend) enables the writer to include realistic details.</p>	<p>Explores problems and challenges of personal significance to add voice to the piece.</p> <p>Works to write in third person without using an “I,” “Me”, or “My” voice.</p> <p>Uses imagery from five senses to describe the setting.</p> <p>Uses more precise action words to help reader envision the moment, e.g., grabbed or snatched vs. took.</p> <p>Uses punctuation to grow suspense or build tension with dashes, ellipses, and commas.</p>	<p>Builds repertoire and use of known sight words to write more efficiently, reread, and improve readability for the reader.</p> <p>Uses to initial, medial, and final sounds and word chunks or spelling patterns to write words and reread.</p> <p>Uses analogies to other known words to spell or read unknown words in writing.</p> <p>Spells longer words by breaking them in parts and listening for sounds in the parts.</p> <p>Uses knowledge of verb tense and endings of words to spell with more consistency, e.g., ed, ing, er, ly, est.</p> <p>Uses visual memory of words to write and asks self, “<i>Does that look right?</i>”</p> <p>Uses classroom resources for spelling with greater independence.</p>

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	<p>Listens to and reads mentor texts and teacher modeled writing to explore rhythm and structure of realistic fiction:</p> <ul style="list-style-type: none"> -characters face problems and challenges -work to deal with or overcome the problems by themselves or with help -develop solutions or grow from resolving the problem <p>Engages with mentor texts and teacher modeled writing to learn ways that authors get ideas for stories from everyday problems or challenges:</p> <ul style="list-style-type: none"> -in their own lives -in lives of people they know -in familiar books <p>Develops ideas for problems a character can have and uses notepad or booklet to collect ideas.</p>	<p>Includes elements of story learned from Small Moments and Author’s As Mentor Units.</p> <p>Explores engaging beginnings in mentor texts and teacher modeled writing and experiments with craft of story leads to entice the reader to read on.</p> <p>Highlights and develops the problem or challenge in the middle of the story.</p> <p>Works to develop strong endings that reflect how the character solved the issue and/or grew from the experience and asks “<i>Would that really happen?</i>”</p>	<p>Works to develop characters and the problems they face by considering :</p> <ul style="list-style-type: none"> -physical traits -likes and dislikes -wants and needs -challenges, obstacles <p>Works to build tension by:</p> <ul style="list-style-type: none"> -developing the problem or trouble -considering ways the character might resolve the problem <p>-including actions of character solving the problem or getting out of trouble</p> <p>Works to add tiny actions and details that slow down the moment at the important part.</p> <p>Shifts between composing and revising to add details and story language that help the reader envision the story.</p>	<p>Uses lists of small details or successive actions to add rhythm to the writing.</p> <p>Attempts to write about characters’ feelings by comparing them to something else.</p>	<p>Develops consistency in use of capitalization to begin sentences.</p> <p>Uses end punctuation (., !, ?)</p> <p>Uses quotation marks to offset dialogue.</p> <p>Uses revision tools: carats, arrows, scissors, white-out tape, pens, and paper strips to add on.</p>
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	<p>Identifies a fictional character and the character’s problem or challenge.</p> <p>Generates ideas for possible realistic solutions to the problem.</p>		<p>Rereads own writing alone or confers with peer for suggestions to improve writing using author’s craft for realistic fiction genre.</p> <p>Creates a title and cover to finished story and experiments with writing enticing back cover lead in to story.</p> <p>Fixes up a story or series of stories to make a picture book for publication and celebration.</p>		
<p>Unit 6:</p> <p>Literature or Literary Extensions</p> <p>Adaptations of Fairytales, Folktales</p> <p>Additional options: Dramatic Scripts Retellings Writing letters to characters, authors</p>	<p>Becomes immersed in different fairy tales or folktales and different versions of same tale.</p> <p>Identifies patterns, story lines, and story elements in mentor texts.</p> <p>Makes comparisons and contrasts of same stories of different cultures or authors.</p>	<p>Uses growing knowledge of genre – fairytales, tall tales, folk tales, and legends to structure own story.</p> <p>Analyzes mentor texts to understand story elements including: -character -setting -conflict -resolution</p>	<p>Includes or revises to add detail and speech bubbles to drawings.</p> <p>Includes or revises to add dialogue of characters to convey feelings, action, and story line.</p> <p>Names characters and begins to describe them by using <i>show don’t tell</i> to convey character traits.</p>	<p>Begins by drawing from style of modeled text to create own adaptation.</p> <p>Explores fiction works by peers, teachers and published authors as mentors texts in order to write “in the style of.”</p> <p>Considers the reader to work at conveying intention of adapted changes through details, action, and language.</p>	<p>Uses complete sentences.</p> <p>Improves consistency of letter size and formation, and spacing.</p> <p>Uses strategies to spell with more independence: -high frequency words -word wall words -parts of known words to get to new words -word lists</p> <p>Works to use end punctuation and initial capitalization with more consistency.</p>

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	<p>Engages with mentor texts to note beginning, middle and resolution or satisfying ending of stories and plays.</p> <p>Engages with mentor texts that show how authors use details to create mood, build tension, or dramatize characters.</p> <p>Uses writing to learn from reading and uses questions from reading to develop writing ideas and topics.</p> <p>Finds evidence in familiar stories or mentor text to support ideas for adaptation.</p> <p>Practices identifying themes and message in stories.</p>	<p>Identifies beginning, middle, and end in stories and includes those elements in own retellings, adaptations, or scripts.</p> <p>Uses skills, strategies, and craft techniques as storytellers and story writers to adapt or retell a familiar story or mentor text.</p> <p>Learns to adapt a fairy tale or story by making changes to:</p> <ul style="list-style-type: none"> -plot line -characters, personality traits -setting -problem -outcome -point of view or angle of writer <p>Uses graphic organizers to develop plot:</p> <ul style="list-style-type: none"> -beginning, middle, and end maps -timelines -story mountains 	<p>Practices using character webs to develop characters.</p> <p>Begins to use literary language to:</p> <ul style="list-style-type: none"> -create mood -convey a scene -show how characters face a problem -add tension -add drama to characters <p>Practices ways to use writer’s craft in own writing to add details :</p> <ul style="list-style-type: none"> -sensory details about setting -internal thoughts and feelings -tiny actions to convey feelings to show, not tell -additional actions to slow down the moment or emphasize the important part -punctuation to grow suspense with dashes and ellipses 	<p>Conveys character feelings and traits with descriptive language and personal voice.</p> <p>Attempts to take fresh, new point of view on a character, storyline, or problem to put personal style, humor and charm into adapted stories.</p> <p>Experiments with balancing dialogue, narrative, and description.</p> <p>Experiments with creating different voices and syntaxes for different characters.</p> <p>Uses descriptive words to convey the attitudes and sensibilities of the characters and narration.</p> <p>Includes varied ways to begin sentences and to structure sentences for interest.</p>	<p>Edits for standard grammar: plurals, verb tense.</p> <p>Begins to notice indentation and paragraphing.</p> <p>Uses quotation marks to punctuate dialogue.</p> <p>Practices use of contractions.</p> <p>Begins to use play script dialogue format.</p>
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		<p>Experiments using interesting leads through exploration and writing in the style of an author in modeled text.</p> <p>Experiments with ways to bring stories to effective endings: -keep the ending close to that in the mentor text -refer back to the lead -one character speaks to sum up the whole story</p> <p>-say the thoughts or feelings experienced – the inside story</p>	<p>Shifts between composing and revising to add details that support the changes to adapt a story.</p> <p>Elaborates on idea for adaptation by writing several versions of same tale.</p> <p>Plans for publication and celebration.</p>	<p>Avoids overuse of <i>and</i>, <i>then</i>.</p> <p>Explores writing from different perspectives, e.g., as a character from a story.</p> <p>Attempts to use narration and stage directions in scripts.</p>	
<p>UNIT 7:</p> <p>Nonfiction Writing: Informational</p> <p>Reports</p> <p>Biography</p>	<p>Identifies non-fiction genre through teacher modeled activities and mentor texts.</p> <p>Discusses and charts, “What makes a good non-fiction book?”</p>	<p>Uses graphic organizers to write down all they know on a topic.</p> <p>Looks for big ideas about the topic.</p>	<p>Engages in beginning research writing as process of exploring interests, seeking answers to questions, and recording observations and discoveries.</p>	<p>Develops awareness of personal knowledge and interests and shares those as an expert.</p> <p>Demonstrates how writing begins to take on authority and expertise.</p> <p>Considers audience and who will be learning from their All About book.</p>	<p>Works to include non-narrative text features including Table of Contents, labels, captions, bold headings, diagrams, and glossary.</p> <p>Creates headings and sections.</p> <p>Practices correct use of capitalization for titles, bold headings, and proper nouns.</p> <p>Uses question marks as end punctuation to questions.</p>

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	<p>Explores non-fiction genre through :</p> <ul style="list-style-type: none"> -classroom texts -student interests -personal experiences -shared class experiences -charts, maps, lifecycles <p>Identifies and lists ideas for factual writing – science, social studies, and topics of interest and intrigue.</p> <p>Considers <i>What do I know about ___?</i> to choose a topic and generates questions to initiate research.</p> <p>Generates ideas for a topic from:</p> <ul style="list-style-type: none"> -familiar places or people -things cared about -common experiences or routines <p>Asks questions to research a topic and finds answers to questions to gain information for writing.</p>	<p>Uses strategies to gather and record information on one topic:</p> <ul style="list-style-type: none"> -using schema and known information from learning and reading -using post-it notes with labels to track ideas -locating answers to questions <p>Begins to group ideas or facts to organize information as parts of the book that will be chapters, e.g., Topic: All About the Beach - materials needed at the beach, what to do at a beach, parts of a beach.</p> <p>Plans and organizes for book by writing the parts in the Table of Contents.</p>	<p>Connects to and recounts information from reading by:</p> <ul style="list-style-type: none"> -role playing action sequences, activities, and lifecycles -sketching details to capture an image -retelling what was heard or read -retelling across fingers to tell first, next, after that -thinking <i>What does this remind me of?</i> -considering what it is not like through use of comparison <p>Uses <i>How and Wh-</i> questions to recount information and consider ways to add to writing.</p> <p>Writes to record or apply schema or new learning and to explain or extend learning.</p> <p>Uses thinking behind a fact to elaborate or say more about the fact by telling why it is important.</p>	<p>Begins to consider ways to use different styles of language to communicate to different audiences:</p> <ul style="list-style-type: none"> -classmates/peers -teachers - adults outside our classroom <p>Understands the importance of the relationship between pictures and words to strengthen meaning.</p> <p>Draws details in pictures to support the content of writing.</p> <p>Works to use voice and craft to get audience to care about the topic.</p> <p>Begins to develop an angle to include throughout the book by thinking about why they chose the topic or why their audience needs to know about it, e.g., You Don't Need to Be Afraid of Bats.</p>	<p>Improves consistency of letter size and formation, use of lower case and upper case letters, and spacing.</p> <p>Begins to list outside sources of information.</p>
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	<p>Uses structure and topics of Table of Contents and frames questions about those topics to guide research, e.g. Hiking Equipment – What equipment do you need on a hike?</p> <p>Reads and understands purpose of bold headings and headlines to determine importance of a passage and inform the reader.</p> <p>Learns to gather information about one topic through explicit teacher-modeled use of: -Table of Contents topics -bold headings -pictures, charts, diagrams</p> <p>-index to locate content Plans for publication and celebration.</p>	<p>Selects different paper to organize informational writing: -how to -different kinds of -descriptions of -comparisons of -Fun Facts About... -diagram of -materials needed -life cycle, sequences -Did You Know That...?</p> <p>Includes facts in writing and supports with details or description.</p> <p>Begins to distinguish central ideas from less important facts.</p> <p>Considers order of parts of All About book.</p> <p>Uses non-narrative text features – labels, captions, bold headings, diagrams, charts, table of contents, glossary, and index.</p>	<p>Begins to say more about a specific part to help the reader envision the scene or how something happens, e.g., how to catch frogs.</p> <p>Records observations related to science, social studies or math with pictures and text.</p> <p>Uses feedback from readers to guide revision or to add clarity and details. Rereads for revision and need for accuracy in this genre. Adds a title using <i>All About</i>__.</p>	<p>Experiments with strategies to grab readers’ attention at the start: --ask interesting questions -state surprising facts -use dialogue</p> <p>Learns to frame facts as questions to engage readers and lead towards conveying importance of fact, i.e., Bears eat fish - Do you know how bears catch fish?</p> <p>Synthesizes new information and writes it in own words by: -monitoring for meaning -thinking of other examples that fit understanding -asking <i>What does it remind me of?</i> -making comparisons</p> <p>Begins to practice use of well-chosen adjectives and descriptive language to convey precise insights about topic.</p>	
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				<p>Learns to use transitional words and phrases to move from one idea to another: <i>-because</i> <i>-At the same time</i> <i>-However</i> <i>-For example</i></p>	
<p>UNIT 8: Poetry</p>	<p>Listens to and reads mentor poems to learn that poets use language, rhythm, and layout to convey meaning and feeling in poems.</p> <p>Listens to and reads mentor poems for ways to look with poet’s eyes.</p> <p>Uses observation as a tool to see details of nature, object, and action with poet’s eyes.</p> <p>Uses senses, feelings, and imagination to take in details from objects and from imagery in a mentor poem.</p>	<p>Considers how mentor text poems use elements such as: -theme -rhyme -rhythm -line breaks -repetition</p> <p>Explores and attempts a variety of poems and poetic forms: -repeating phrases, lines -lists -acrostics -blank verse -haiku</p> <p>Compares drawing details to writing details to support readers in forming mental images or pictures in mind’s eye.</p> <p>Uses repetition as an organizing tool for emphasis.</p>	<p>Notices and explores use of sensory images to look at ordinary objects.</p> <p>Uses images in mind’s eye to draw pictures of objects or images in a mentor poem.</p> <p>Works to slow down to look deeper at topic and details.</p> <p>Uses techniques of focused observation to develop description and significance or topic: -drawing -description of objects -lists of descriptive words</p> <p>Contrasts scientific vs. poetic description – practices words poets use compared to those scientists use to note observations.</p>	<p>Practices using an economy of words in poetry.</p> <p>Develops skill in selecting precise verbs.</p> <p>Grows in awareness of self as a poet.</p> <p>Begins to look for significance in ordinary details in life.</p> <p>Engages in how to describe ordinary objects with new, poetic ways using honest, precise words.</p> <p>Begins to use some artful language and comparisons, i.e., <i>like a ___</i> to convey: -sound -image -observation -idea</p>	<p>Uses ways to make writing looks like a poem: use of line breaks, phrases.</p> <p>Works at breaking away from writing sentences.</p> <p>Uses ways to punctuate and use print for emphasis: bold text, CAPS.</p> <p>Demonstrates growth in print concepts, spelling, and use of punctuation.</p> <p>Begins to use commas.</p>

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	<p>Relates seeing with a poet’s eyes to creation of mental images in reading comprehension: -listening to poems -creating a mental image and drawing it -concealing the topic of the poem until after mental images are created</p> <p>Engages in teacher modeled writing to practice how to generate both big and small topics for writing.</p> <p>Engages in ways to generate meaningful topics through teacher modeled writing that give a big feeling about one subject.</p> <p>Begins to find big topics in world around self: -personally meaningful -fills heart -small object or detail that gives a big feeling -big feeling that carries importance</p>	<p>Collects poems into a book of poems or anthology.</p>	<p>Practices using senses, feelings, heart, and imagination as a way to take in details in fresh ways to say more.</p> <p>Works to select words in deliberate ways to make meaning and improve imagery.</p> <p>Practices stating ideas with fewer words while keeping meaning.</p> <p>Uses <i>show don’t tell</i> to convey strong feelings by creating mental images with words rather than stating the feeling.</p> <p>Makes comparisons to help readers envision their topic.</p> <p>Begins using ways poets use patterns to support meaning: -repeating line or phrase -rhyme</p>	<p>Explores use of imagery and figurative language, and attempts using them to convey meaning and feeling.</p> <p>Revise to eliminate non-specific, vague, or generic language.</p> <p>Notices, names and begins to use poetry devices: -pattern -rhyme -meter -repetition</p> <p>Models beginning use of line breaks and shape to influence the sound and look of a poem.</p> <p>Experiments with intentional use of line breaks to affect emphasis or meaning.</p> <p>Begins to use voice as a writer to express imagination, meaning and feelings behind their poem.</p>	
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	<p>Uses notepad or booklet to record and collect big topics or little topics for poems.</p> <p>Practices zooming in on one small thing that holds a big feeling to generate topics.</p> <p>Begins to use themes and ideas from earlier writing to translate into poetry.</p>		<p>Rereads own writing alone or confers with peer for suggestions to improve poems using author's craft.</p> <p>Plans for publication and celebration of poems, own anthology, or class anthology</p>	<p>Selects and revises works written in a variety of poetic forms for publication.</p> <p>Practices reading poetry aloud with expression and clarity.</p>	
<p>Author Your Own Unit:</p> <p>Writing for Many Purposes</p> <p>Letter Writing – including writing letters to effect change or social justice</p> <p>The Craft of Revision</p> <p>Literary Nonfiction</p> <p>Script Writing</p> <p>Independent Projects</p>					