

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level 2

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Writing Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.5	W2: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.	Writing Process	Prewrite, draft, revise, and edit. (1a)
1.6	W2: 2 In independent writing, students demonstrate command of appropriate English conventions by... <ul style="list-style-type: none"> • Using capital letters for the beginning of sentences and names • Using correct end punctuation in simple sentences (e.g., period) 	Writing Conventions	Use capital letters for the beginning of sentences and names. (2a) Use correct end punctuation in simple sentences (periods). (2b)
1.6	W2: 3 In independent writing, students demonstrate command of conventional English spelling by... <ul style="list-style-type: none"> • Correctly spelling grade-appropriate, high-frequency words • <u>Correctly spelling past tense (three sounds for -ed) and plural endings (-s and -es), with no alterations required, on common vocabulary</u> • <u>Giving a readable and accurate phonetic spelling for words that have not been taught</u> • <u>Representing each sound heard in a word with a feature of print</u> • <u>Correctly spelling phonetically regular words with short vowels, consonant digraphs and blends, silent e words</u> 	Writing Conventions	Give a readable and accurate phonetic spelling for words that have not been taught. (2c)

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5.18	<p>W2: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> Distinguishing between letters, words, and sentences 	Structures of Language	
1.7, 5.11, 5.13	<p>W2: 5 In response to literary or informational text, students show understanding of plot/ideas/ concepts by...</p> <p><i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	Writing in Response to Literary or Informational Text	
1.7, 5.11, 5.13	<p>W2: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> Using references to text to support a given focus 	Writing in Response to Literary or Informational Text	<p>Use references to text to support focus and show understanding of text when given a focus for independent writing. (3a)</p> <p>Provide evidence from text to show understanding when given a focus and introduction for scaffolded/ guided writing. (3c)</p>
1.7, 5.11, 5.13	<p>W2: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> Organizing ideas by using a beginning, middle, and concluding statement/sentence, given a structure EXAMPLES: template, frame, graphic organizer 	Writing in Response to Literary or Informational Text	<p>Organize ideas by using a beginning, middle, and concluding statement when given a structure for independent writing. (3b)</p> <p>Include a conclusion when given a focus and introduction for scaffolded/ guided writing. (3d)</p>

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1.8, 1.19	<p>W2: 8 In reports, students organize information by...</p> <ul style="list-style-type: none"> Using a given organizational structure (e.g., template, frame, graphic organizer) 	Informational Writing: Reports	<p>Organize information using a given structure for independent writing. (4a)</p> <p>Included a group- or individually-written conclusion for scaffolded/ guided writing. (4e)</p>
1.8, 1.19	<p>W2: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> Restating a given focus/controlling idea on a topic (purpose) 	Informational Writing: Reports	<p>Convey a perspective on a subject/ topic by restating a given focus/ controlling idea for independent writing. (4b)</p>
1.8, 1.19	<p>W2: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> <u>Including</u> details/information relevant to topic and/or given focus 	Informational Writing: Reports	<p>Include details/ information/ ideas that show an understanding of and are relevant to a given focus for independent writing. (4c)</p> <p>Provide details/ information/ ideas that show an understanding of and are relevant to a focus when given a focus and introduction for scaffolded/ guided writing. (4d)</p>
1.9, 5.11	<p>W2: 11: In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> Creating a clear understandable story line, <u>with a beginning, middle, and end</u>, when given a structure 	Expressive Writing: Narratives	<p>Create a clear story line with beginning, middle, and end when given a structure for both independent writing and scaffolded/ guided writing. (5a)</p>

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1.9, 5.11	<p>W2: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> • Using details • Identifying character(s) 	<p>Expressive Writing: Narratives</p>	<p>Include details in both independent writing and scaffolded/guided writing. (5c)</p> <p>Identify characters and setting for both independent writing and scaffolded/ guided writing. (5b)</p>
1.10	<p>W2: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> • Listing steps in a logical order • Providing a list of materials to be used, if appropriate 	<p>Informational Writing: Procedures</p>	
1.10	<p>W2: 14 In written procedures, students anticipate the readers' needs by... <i>No GLE at this grade level</i></p>	<p>Informational Writing: Procedures</p>	
1.11	<p>W2: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by... <i>No formal assessment at this grade; classroom assessment should be done in instructional, supported writing</i></p>	<p>Informational Writing: Persuasive Writing</p>	
1.11	<p>W2: 16 In persuasive writing, students present and coherently support judgments or solution(s) by... <i>No GLE at this grade level</i></p>	<p>Informational Writing: Persuasive Writing</p>	

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1.12	<p>W2: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <p><i>No GLE at this grade level</i></p>	Expressive Writing: Reflective Essay	
1.23, 5.11	<p>W2: 18 In writing poetry, demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> Establishing a clear topic 	Expressive Writing: Poetry	
1.23, 5.11	<p>W2: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> Using simple images and forms to describe <p>EXAMPLES: concrete poems, shape poems, rhymes</p>	Expressive Writing: Poetry	