



## Northern York County School District

### Curriculum Overview

<b>Course: English Language Arts (Writing)</b>	
<b>Grade Level: 2nd</b>	
<b>Development/Revision Date: May 2023</b>	<b>Length of Time: 180 Days</b>
<b>Course Description:</b> At Northern York County School District (NYCSD), students participate in meaningful, research-based writing instruction. They are equipped to communicate information, demonstrate knowledge, and express ideas creatively through writing. This prepares them for current and future academic needs. Students develop their writing skills as preparation for future education, civic engagement and eventual career readiness. NYCSD elementary students experience writing instruction through explicit lessons, teacher modeling, student-teacher collaboration, and independent work. All curriculum is aligned to the PA Core Standards.	
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Understand and use narrative, opinion, and informational structures of writing</li> <li>• Know and apply writing conventions</li> <li>• Understand and apply grade-level grammar concepts</li> </ul>	
<b>Writing Units:</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Opinion</li> <li>• Informational</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• Sentence Conventions - capitalization and punctuation</li> <li>• Spelling - grade level spelling patterns and high frequency words</li> <li>• Parts of speech</li> <li>• Sentence structure</li> </ul>
<b><u>PA Core Standards and Related Standards:</u></b> <b>1.1 Foundational Skills:</b> Students gain a working knowledge of concepts of print, alphabetic principles, and other basic conventions.  <b>1.2 Reading Informational Text:</b> Students read, understand, and respond to informational text--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.  <b>1.3 Reading Literature:</b> Students read and respond to works of literature--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.  <b>1.4 Writing:</b> Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.  <b>1.5 Speaking and Listening:</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.	
<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Writing Across Modes             <ul style="list-style-type: none"> <li>◦ Multi-paragraph</li> </ul> </li> </ul>	<b>Competencies:</b> <ul style="list-style-type: none"> <li>• Narrative             <ul style="list-style-type: none"> <li>◦ Focus- One topic and point of view</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Focused topic with organized supportive details</li> <li>○ Effective word choice and phrases</li> <li>• Speaking and Listening <ul style="list-style-type: none"> <li>○ Present writing orally</li> <li>○ Listen critically</li> <li>○ Provide grade appropriate feedback to peers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Content - Beginning, middle, and end</li> <li>○ Organization - Sequence with transition words</li> <li>○ Style - Dialogue, word choice</li> <li>• Opinion <ul style="list-style-type: none"> <li>○ Focus - Clear opinion and maintained focus</li> <li>○ Content - Relevant reasons and examples related to the topic</li> <li>○ Organization - Logical order with transitions</li> <li>○ Style - Word choice and sentence fluency</li> </ul> </li> <li>• Informational <ul style="list-style-type: none"> <li>○ Focus - Clear topic</li> <li>○ Content - Main ideas and supporting details</li> <li>○ Organization - logical order with transitions</li> <li>○ Style - Word choice and sentence fluency</li> </ul> </li> <li>• Grammar <ul style="list-style-type: none"> <li>○ Sentence Conventions <ul style="list-style-type: none"> <li>▪ Capitalization at the beginning of a sentence, proper nouns, pronoun "I", dates</li> <li>▪ Punctuation- End of a sentence, commas, apostrophe, quotation marks</li> </ul> </li> <li>○ Spelling <ul style="list-style-type: none"> <li>▪ Grade level patterns</li> <li>▪ High frequency words</li> </ul> </li> <li>○ Parts of Speech <ul style="list-style-type: none"> <li>▪ Nouns-concrete, singular and plural</li> <li>▪ Verbs- action, past/present/future tense, irregular past tense</li> <li>▪ Adjectives-Basic</li> </ul> </li> <li>○ Sentence Structure <ul style="list-style-type: none"> <li>▪ Declarative</li> <li>▪ Interrogative</li> <li>▪ Imperative</li> <li>▪ Exclamatory</li> </ul> </li> </ul> </li> </ul>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Writing <ul style="list-style-type: none"> <li>○ Mini Lesson</li> <li>○ Student Writing Time</li> <li>○ Teacher Conference</li> <li>○ Sharing / Collaboration</li> </ul> </li> <li>• Grammar <ul style="list-style-type: none"> <li>○ Mini Lesson</li> <li>○ Practice</li> <li>○ Apply to writing</li> </ul> </li> </ul>	<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Writing Pieces <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Opinion</li> <li>○ Informational</li> </ul> </li> <li>• Grammar <ul style="list-style-type: none"> <li>○ Apply to writing</li> </ul> </li> </ul>

**Other Assessment Measures:**

- Student Work Analysis

**Textbook/Primary Resource:**

Teacher designed materials

**Supplemental Resource Materials:**

- Interactive Read Aloud (Fountas and Pinnell)
- Writing Mini-Lesson Book (Fountas and Pinnell)