**Curriculum Calendar for Grammar Across the Writing Process: 2nd Grade**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 2 MAISA Writing Units** | **Launching with Small Moments** | **Narrative Writing** | **Revision** | **Opinion** | **Informational Writing** | **Realistic Fiction** | **Research & Info Writing** |
| **Generating/****Notebook*****G.R.R.******“By”******(Hold Accountable)*** | **\*\*Explicitly teach:****2.1.a****Use collective nouns****2.1.b****Form and use frequently occurring irregular plural nouns****2.1.c****Use reflexive pronouns** | **\*\*Explicitly teach:****2.1.a****Use collective nouns****2.1.b****Form and use frequently occurring irregular plural nouns****2.1.c****Use reflexive pronouns** | **L.2.1e & L.2.6** **Adding Adjectives** **L.2.1e & L.2.6****Adding Adverbs** | **L.2.2c****Possessives** **L.2.1c****Reflexive prounouns**  | **L.2.1f** **Compound Sentences** **L.2.2c****Contractions** | **L.2.2e****Spelling tools****L.2.2.a****Capitalization of holidays, product names, and geography names** | **L.2.1f** **Compound Sentences** **L.2.2.a****Capitalization of holidays, product names, and geography names****L.2.3a** **Formal/Informal English**  |
| **Drafting*****G.R.R.******“With”*** |  | **L.2.1e & L.2.6** **Adding Adjectives** **L.2.1e & L.2.6****Adding Adverbs**  | **L.2.2c****Possessives** **L.2.1c****Reflexive prounouns** | **L.2.1f** **Compound Sentences** **L.2.2c****Contractions** | **L.2.2.a****Capitalization of holidays, product names, and geography names****L.2.2e****Spelling tools** | **L.2.3a** **Formal/Informal English**  | **L.2.5b****Shades of meaning verbs/adjectives** |
| **Revision*****G.R.R******“To”*** | **L.2.1e & L.2.6** [**Adding Adjectives**](https://docs.google.com/document/d/163nuDT9sK-fTSK4BYu0cG00j7neson-E9KAcL2g0ZjI/edit) **L.2.1e & L.2.6**[**Adding Adverbs**](https://docs.google.com/document/d/1-GWn_xoGza4nuMtJFQjuKh3ZLDxYXPNyREMHYoVY4Zg/edit) | **L.2.2c**[**Possessives**](https://docs.google.com/document/d/1wXe2SCb2WfVHwS2G3QQkhexZq7PRmU5bBMXzOTxlmtg/edit)**L.2.1c**[**Reflexive prounouns**](https://docs.google.com/document/d/157FoHCOfDxhzxjVHuIJjmi-RYgNeQcKKKqUaddC9u3E/edit) | **L.2.1f** [**Compound Sentences**](https://docs.google.com/document/d/18oNLRChodIl4jZHfOxVh4WFWaDS52tL7HhyZe2Cpvvs/edit)**L.2.2c**[**Contractions**](https://docs.google.com/document/d/1wXe2SCb2WfVHwS2G3QQkhexZq7PRmU5bBMXzOTxlmtg/edit) | **L.2.2.a**[**Capitalization of holidays, product names, and geography names**](https://docs.google.com/document/d/1kUXnzZzPKrnBL1liGR3BIIMr3LdsYFGGjNKSqdl1cgA/edit)**L.2.2e****Spelling tools** | **L.2.3a** [**Formal/Informal English**](https://docs.google.com/document/d/1OUHCmD3TVAanJqThqN-P_mDu8rGbixWeDp3_AIXCD90/edit) | **L.2.5b****Shades of meaning verbs/adjectives** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Editing skills to be taught explicitly and used within each unit:** | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns**  | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns**  | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns** | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns** | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns** | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns** | **L.2.2e & 2.4e****Reference material and dictionary for spelling/****glossary****L.2.2d****Spelling patterns** |

**G.R.R.= GRADUAL RELEASE OF RESPONSIBILITY:**

* *Each new Language (grammar) CCSS is introduced in the “Revision” section (row), and then moves up to the “Drafting” section (row) in the next unit/column, and finally the “Generating/Notebook” section (row) of the subsequent unit/column. Therefore, students have three explicit exposures to each Language CCSS in stair step order*
* *This works much like the Gradual Release of Responsibility. This means that as student/teachers move up and over the rows and columns, teachers are gradually releasing responsibility regarding that particular Language CCSS to the students*
* *Therefore, each Language CCSS is introduced only in the “Revision” section, with not one being repeated across that row; this is the teaching “TO” row*
* *The next row, “Drafting”, is the “WITH” row; when the CCSS makes it to this row on the second exposure, this would be a great time to touch on these skills in individual and group conferences as well as quick mid-workshop teaching points*
* *By the third exposure to a Language CCSS, students are in the “BY” row; this is a good time to post these CCSS as things that we expect students to be able to do independently and then we hold them accountable to that expectation. In other words, by the third exposure, students should be able to incorporate these tasks even at the “Generating” step (row). We can hold them accountable (and teach them to hold themselves accountable) by posting these standards, checking in on them during individual conferring, expecting them on Revising/Editing Checklists, and supporting students through individual goal setting.*

**NOTES:**

**\*\*2.1 a, b, c**

* + These CCSS can be explicitly taught first thing, as all other 2.1 standards are built upon them. A suggested unit to pair them with is listed in red print on the “Curriculum Calendar” on the previous page
	+ A review of nouns and verbs would be helpful so that standards will be appropriately scaffolded

**LANGUAGE CCSS NOT IN THIS CURRICULUM CALENDAR:**

* **2.2 b-** Teach within the Personal Essay unit, or within other letter writing projects
* **2.4 a, b, c, d-** These standards are more easily integrated into the reading workshop
	+ **2.4.a Use sentence level context as a clue to the meaning of a word or phrase**
	+ **2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word** *(eg.,*

 *happy/unhappy, tell/retell)*

* + **2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root** *(eg., addition,*

 *additional)*

* + **2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words** *(eg.,*

 *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).*

* **2.5a-** This standard is more easily integrated into the reading workshop
	+ **2.5a Identify real-life connections between words and their use** *(eg., describe foods that are spicy or juicy)*
* **2.6-** Integrated within reading workshop, word study, phonics, writing workshop…
	+ **2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts,**

 **including using adjectives and adverbs to describe** *(eg., When other kids are happy that makes me happy).*

Support documents and information modified from bit.ly/grammarthattransfers (then click documents) 2015 COOR ISD Literacy Committee