

**BRSU Writing Curriculum  
Writing Genres**

**SECOND GRADE**

<b>PART I</b> <b>Reading and Writing Connections: <i>Response to Literature, Literary Elements and Devices, and Responding to Text.</i></b>
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**I\* (Lit. and Info.)**

**RESPONSE TO LITERARY AND INFORMATIONAL TEXT:** *Writing in which the author analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author’s craft, or other elements within a piece of literature or informational text.*

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>● Show evidence of clear context including name of author and title of text.</li> <li>● Provide clear focus/controlling idea.</li> <li>● Respond directly to the text with analysis (character traits, character change, theme).</li> <li>● Include a relevant connection to broader ideas (text to text, text to self, text to world).</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>● Include introduction, body and conclusion.</li> <li>● Use clear and consistent organization.</li> <li>● Use some transitions.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>● Use evidence from the text and concrete details to support the focus (may use citation from text).</li> <li>● Elaborate ideas appropriate to grade level.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>● Use appropriate vocabulary, sentence variety and/or structure.</li> </ul>	

**GEs addressed: W2:5, W2:6, W2:7**

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<b>PART II</b> <b>Informational Writing: <i>Reports, Persuasive Writing, and Procedures.</i></b>
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**I\***      **REPORT: Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>•</li> <li>• Include relevant background information.</li> <li>• State and maintain a clear focus.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Provide clear, consistent, coherence and organization.</li> <li>• Provide introduction, body and conclusion that support focus.</li> <li>• Use some transitions.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Provide some supporting information.</li> <li>• Provide details that support the focus.</li> <li>• Elaborate ideas appropriate to grade level.</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Use voice of a person who desires to convey gathered information.</li> <li>• Use appropriate vocabulary, sentence structure and/or variety.</li> </ul>	

**GEs addressed: W2:8, W2:9, W2:10**

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<b>PART III</b> <b>Expressive Writing: <i>Narratives, Personal/Reflective Essay, and Poetry.</i></b>
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**I\***     **NARRATIVE: *Writing that tells a story or recounts an event.***

Criteria	Writers will.....	Teacher Notes/Resources
Purpose Topic/Focus Stance	<ul style="list-style-type: none"> <li>• Establish adequate context.</li> <li>• Present characters.</li> <li>• Maintain clear topic and focus around story line.</li> </ul>	
Organization	<ul style="list-style-type: none"> <li>• Organize writing to include beginning, middle, and end.</li> <li>• Use some transitions.</li> </ul>	
Details	<ul style="list-style-type: none"> <li>• Use details to create images (may use dialogue).</li> </ul>	
Voice/Tone	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary.</li> </ul>	

GEs addressed: W2:11, W2:12,

**G**     **POETRY & LITERARY ELEMENTS AND DEVICES**

Criteria	Writers will.....	Teacher Notes/Resources
Purpose	<ul style="list-style-type: none"> <li>• Establish a clear topic or focus.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use simple images and forms to describe (e.g.</li> </ul>	

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Effective Language	concrete poems, shape poems, rhymes).	
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**GEs addressed: W2:18, W2:1**