

Woodland Park School District

Writing Curriculum Grade 2

Curriculum Team

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Second Grade Course Description:

Across the writing genres, students learn to understand—and apply to their own writing—techniques they discover in the work of published authors. Inspirational nonfiction texts are studied to help students design and write about authentic information. The students read closely and gather evidence from texts to craft persuasive arguments. This writing course invites second-graders into author studies that help them craft powerful true stories. They engage in a poetry unit that focuses on exploring and using language in intentional ways. Finally, students learn how to create engaging fictional stories and writing in detail.

Pacing Guide**Content Area: Language Arts****Course Title: Writing****Grade Level: Second****Unit 1: Launch/Narrative Writing****September – October (6-8 weeks)****Unit 2: Poetry****November – December (4-6 weeks)****Unit 3: The How-To Guide for Nonfiction Writing****January- February (6-7 weeks)****Unit 4: Writing About Reading****March-April (6-7 weeks)****Unit 5: Writing Gripping Fictional Stories****May-June (6 weeks)**

Unit Title: Launch/ Narrative Writing

Grade Level: Second

Time Frame: September-October (6-8 weeks)

Unit Overview: In this unit, children deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. First, students will learn that writers grab hold of particular moments, moments that stay with them, and let those moments spark ideas for their stories. Students will work with increasing independence, transferring what they have learned with teacher guidance and through shared inquiry to work that is largely self-initiated. Finally, children will devote careful attention to revision and editing, aiming to make their writing as clear and powerful as it can be.

Standards:

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative pieces developed during the unit.

Interdisciplinary Connections

Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Example: Students will explore the dynamics of their community as they develop problems and solutions in their writing pieces.

Science

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]

Example: Students will utilize their knowledge of the properties of matter to add vivid details to their writing.

Unit Goals/Enduring Understandings:

1. Writers explore and implement strategies to generate topics and develop good habits for writing.
2. Writers study published texts to learn from authors' techniques in order to raise the level of their own writing.
3. Writers use the guidance of mentor authors to craft their own pieces.
4. Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.

Essential Questions:

1. What strategies can we use to develop ideas into meaningful narratives?
2. How can we study a published text and the authors' techniques to help us raise the level of our own writing?
3. How can we use the guidance of a mentor author and transfer those skills to our own writing?
4. What role does revising and editing play in making our writing as powerful as it can be?

Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning and focus
- Use strategies, such as tone, style and consistent point of view to achieve a sense of completeness
- Write coherent paragraphs that develop a central idea and have topic sentences and facts and details
- Use clear, precise and appropriate language
- Use figurative language and vivid words
- Use correct word order
- Use correct spelling, grammar; capitalize and punctuate correctly
- Correct sentence fragment
- Revise
- Edit and proofread
- Publish

Academic Vocabulary:

adjectives, adverbs, capitalization, chronological order, demonstrate, details, develop, editing, engage, entertain, experience, feedback, listen, major/minor character, narrative, noun, organize, plan, problem, pronoun, proofreading, purpose, read, revising, sequential order, setting, speak, verb, write.

Demonstration of Learning/Assessment:

- Writing Notebook
- Conference Notes
- Teacher Created Assessment
- Narrative On Demand
- Published piece
- Celebration (optional): **Publishing Party**

Have a publishing celebration. Model having a few students read their published piece aloud. Then divide the class into groups to share their stories. Make a big deal of the students' first published pieces, and display the writing in a prominent place in the classroom.

Suggested Mentor Texts:

Owl Moon by Jane Yolen

The Leaving Morning by Angela Johnson

Diary of a Wimpy Kid by Jeff Kinney

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Resources:

Foundations

Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins

- Unit 1 Narrative Writing

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit: Launch/Narrative Writing		Grade Level: Second	Time Frame: 6-8 weeks
Goals	Suggested Mini-lessons	Teacher's Notes	
	<p><u>To prepare for this unit:</u></p> <ul style="list-style-type: none"> • <u>Set up a writing center to include five page booklets, single sheets of paper, revision strips and flaps, writing caddies with pens, staplers, post it notes and date stamps</u> • <u>Read Owl Moon, by Jane Yolen</u> • <u>Read The Leaving Morning by Angela Johnson</u> • <u>"Tiny Topic" notepads</u> • <u>Writing folders</u> 		
<ul style="list-style-type: none"> • Writers explore and implement strategies to generate topics and develop good habits for writing. 	<ol style="list-style-type: none"> 1. Writers choose meaningful stories to write by hearing stories from master authors. 	<ul style="list-style-type: none"> • "Tiny Topic" notepads 	
	<ul style="list-style-type: none"> • Writers choose meaningful stories by paying attention to the kinds of stories mentor authors tell. 	<ul style="list-style-type: none"> • Two Jane Yolen quotations (from <u>Owl Moon</u>) • Tiny Topic notepads • Pens • Construction paper 	
	<ul style="list-style-type: none"> • Writers develop a topic into a stories by planning and thinking. 	<ul style="list-style-type: none"> • Teacher's "Tiny Topic" notepad prepared with details • Teacher five-page booklet • Owl Moon by Jane Yolen 	
	<ul style="list-style-type: none"> • Writers generate ideas by collecting details and jotting them down. 	<ul style="list-style-type: none"> • Objects for observation (ex: seashells) • Magnifying glasses 	
	<ul style="list-style-type: none"> • Writers develop strong endings to their stories by examining how professional writers craft their endings. 	<ul style="list-style-type: none"> • Good endings anchor chart • Endings of Owl Moon and The Leaving Morning projected on Smart Board of chart paper 	

	<ul style="list-style-type: none"> Writers makes sure their writing makes sense by rereading and looking for punctuation. 	<ul style="list-style-type: none"> Demonstration writing that includes some misspellings
	<ul style="list-style-type: none"> Writers achieve writing goals by making plans and setting goals. 	<ul style="list-style-type: none"> Quote from Jane Yolen Narrative Writing Checklist (enlarged) “Things That Make Us Stronger Writers” chart “Writing Goals” chart
<p>2. Writers study published texts to learn from authors’ techniques in order to raise the level of their own writing.</p>	<ul style="list-style-type: none"> Writers revise their writing by trying a few different ways to see what feels right and matches what they want their readers to take away. 	<ul style="list-style-type: none"> Any story intended to make students laugh (ex: <u>Diary of a Wimpy Kid</u> by Jeff Kinney) Any story intended to make writers feel despair (ex: <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst)
	<ul style="list-style-type: none"> Writers model their own writing by studying different parts of mentor texts. 	<ul style="list-style-type: none"> Powerful parts of texts, such as Owl Moon, marked with a post it. “Learning Writing Moves From Our Favorite Authors” chart
	<ul style="list-style-type: none"> Writers make their writing more powerful by trying out craft moves that mentor authors use. 	<ul style="list-style-type: none"> Anchor chart
	<ul style="list-style-type: none"> Writers model their own writing by matching their writing with a published text. 	<ul style="list-style-type: none"> Owl Moon, by Jane Yolen Anchor chart
	<ul style="list-style-type: none"> Writers revise their writing for craft moves they chosen from a mentor text by questioning “does this move make sense” for my own writing. 	<ul style="list-style-type: none"> “Language Choices Jane Yolen Made” anchor chart
	<ul style="list-style-type: none"> Writers revise their writing focusing on how their writing sounds by examining mentor authors word choices. 	
	<ul style="list-style-type: none"> Writers prepare to share their writing with an audience by examining the editing they’ve done to make sure it is correct. 	<ul style="list-style-type: none"> Editing checklist

3. Writers use the guidance of mentor authors to craft their own pieces.	<ul style="list-style-type: none"> Writers learn from mentor authors by choosing their own mentor texts and studying them. 	<ul style="list-style-type: none"> “How to Learn Writing Moves from a Mentor Text” chart The Leaving Morning by Angela Johnson Basket of mentor texts for students use
	<ul style="list-style-type: none"> Writers write in new, bold ways by choosing a specific strategy and practicing it. 	
4. Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.	<ul style="list-style-type: none"> Writers revise their writing for accuracy by utilizing the opinions of their partners. 	<ul style="list-style-type: none"> Narrative Writing Checklist
	<ul style="list-style-type: none"> Writers get their writing ready for publication by revising their writing for spelling, punctuation and word choice. 	<ul style="list-style-type: none"> White boards/ markers Editing Checklist
	<ul style="list-style-type: none"> Writers acknowledge their achievements by preparing for a writing celebration. 	

Unit Title: Poetry

Grade Level: Second

Time frame: November- December (4-6 weeks)

Unit Overview: This poetry unit children deepen their understanding of poetry. First, students will learn that poets are sparked by objects and feelings that they translate to music on a page. This early part of the unit, with its special attention to sound, will develop students' readers' ears as they experiment with line breaks, as they come to understand that a poem is different than a story. A poem looks different from prose, and line breaks help a reader know when to pause. Then, children will recognize that in a poem, choice and placement of words matter more than ever. They will admire and experiment with metaphor, deepening their ability to see like poets. At the end of the unit, children will explore various natural structures of poems: story poems, poems with back-and-forth structure, and list poems.

Standards:

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

C. Use reflexive pronouns (e.g., *myself, ourselves*).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Technology Standards:

8.1.2.A.2 Create a document using a word processing application.

Students will use laptops to publish their poems.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Students will use digital tools to produce a book of poetry.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Students will work cohesively with one another to edit and revise their poems.

CRP12. Work productively in teams while using cultural global competence.

Example: Students will work together in writing teams to strengthen their writing.

Interdisciplinary Connections

Social Studies

6.3.4.D.1 Identify actions that are unfair or discriminatory such as bullying and propose solutions to address such actions.

Science

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Students can create models of landforms and then write shape poems to describe their chosen landform.

Health

2.1.2.C.3 Determine how personal feelings can affect one's wellness.

Students will write "I Am" poems to express their feelings and tell about themselves.

Unit Goals/Enduring Understandings:

- Poets analyze the structures of poetry to see poetry through the "eyes of a poet."
- Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems.
- Poets gain an understanding of how sound and structure relates to the meaning of their poems.
- Poems develop strategies to revise and edit their poems.

Essential Questions:

- As poets, how do we analyze the structures of poetry to determine the role that observations of our everyday life, our feelings and sounds play within the genre?
- As poets, how can we experiment with language, word choice and sound to create meaning in our poems?
- As poets, how do structures (the specific way of putting a poem together) relate to the sound and meaning of poems?
- As poets, what strategies can we use to revise and edit our poems?

Skills:

- Figurative language
- Repetition
- Word Choice
- Line breaks
- Sound
- Patterns
- Imagery
- Structure
- Revision
- Editing

Academic Vocabulary:

poetry, free verse, rhythm, rhyme, alliteration, metaphor, onomatopoeia, line break, simile, metaphor, personification, limerick, haiku, repetition, stanza, shape poem, couplet, tone, mood, alliteration, acrostic, cinquain

Demonstration of Learning/Assessment:

- Writing Notebook
- Conference Notes
- Teacher Created Assessments
- Published Pieces
- Celebration (optional): **Poets' Tea**

Students should be prepared to share their poems by reading them aloud and posting them in the community or sharing them digitally with others. Have a publishing celebration. Model having a few students read their published piece aloud. Then divide the class into groups to share their stories. Make a big deal of the student's' first published poems and display the writing in a prominent place in the classroom.

Suggested Mentor Texts:

- *Old Elm Speaks* by Kristine O'Connell George
- Printable versions of suggested poems in the notes can be found on the CD-ROM included in the Units of Study kits

Resources:

Foundations

Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins

- Unit 4 Poetry

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Poetry		Grade Level: Second	Time Frame: 4-6 weeks
Goals	Suggested Mini-lessons		Teacher's Notes
<p><u>To Prepare for this unit:</u></p> <ul style="list-style-type: none"> • <u>Feature Poetry Around Room</u> • <u>Baskets of Poems available for student use</u> • <u>Baskets of various objects (some for teacher only and some for student use)</u> • <u>Poetry Folders</u> • <u>Printable versions of suggested poems can be found on the CD-ROM included in the Units of Study kits</u> 			
Poets analyze the structures of poetry to see poetry through the "eyes of a poet."	1. Poets examine the craft of a poet by looking at things closely, caring about what they see and sometimes by making comparisons.	<ul style="list-style-type: none"> • "Pencil Sharpener" by Zoe Ryder White enlarged on chart (unit 2 pg. 6) • "Ceiling" by Zoe Ryder White enlarged on chart paper (unit 2 pg. 8) • Reading Poetry Like a Poet anchor chart • Baskets of various different objects for student exploration 	
	2. Poets examine the craft of poetry by paying attention to line breaks within the poem.	<ul style="list-style-type: none"> • "Aquarium" on pg. 16 enlarged with page breaks • Anchor chart 	
	3. Poets generate ideas for their poems by choosing topics that mean a lot to them and zooming in on one small thing, moment, object or image.	<ul style="list-style-type: none"> • Tiny notepads • Excerpt from "Valentine for Ernest Mann" by Naomi Nye • Strategies Poets Use to Write Poems 	
	4. Poets formulate ideas for poems by asking themselves, "Does this idea contain both strong feelings and concrete details?"	<ul style="list-style-type: none"> • Anchor charts 	
	5. Poets edit their poems by paying close attention to spelling and draw on strategies to fix their errors.	<ul style="list-style-type: none"> • Model poem with spelling errors 	

		<ul style="list-style-type: none"> • “Give it a Shot” spelling chart
Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems.	6. Poets think carefully about word choice by choosing words that match what they are trying to say.	<ul style="list-style-type: none"> • “Poetry Decisions that Strengthen Meaning” anchor chart • Index cards • “Lullaby” by Kristine O’Connell George enlarged on chart paper
	7. Poets make their poems clear by using repetition of words, sounds and lines.	<ul style="list-style-type: none"> • “Go Wind” by Lillian Moore enlarged on chart paper • Anchor chart
	8. Poets consider the mood of their poems by asking themselves, “Does the mood match the meaning?”	<ul style="list-style-type: none"> • “Way Down in the Music” by Eloise Greenfield enlarged • “Poem” by Langston Hughes enlarged
	9. Poets clarify feelings and ideas in poems by using comparisons	<ul style="list-style-type: none"> • Comparison Chart: “Ordinary Language” and “Comparative Language” • Anchor chart • “Inside My Heart” by Zoe Ryder White enlarged on chart paper
	10. Poets can stretch a comparison all the way through a poem by including actions that go along with it.	<ul style="list-style-type: none"> • “Lullaby” by Kristine O’Connell George enlarged • Anchor charts
Poets gain an understanding of how sound and structure relates to the meaning of their poems.	11. Poets experiment with different structures, specifically conversation and list poems, for writing poems by studying mentor poets.	<ul style="list-style-type: none"> • Anchor chart • “Maples in October” by Amy Ludwig VanDerwater enlarged • Destiny by Kristine O’Connell George • Bag of assorted items

	<p>12. Poets revise poems by noticing what mentor authors have done and considering doing similar things within their own writing.</p>	<ul style="list-style-type: none"> • Enlarged poems • Reading a Poem with a Poet’s Eyes” anchor chart • Student folders filled with mentor poems in a variety of structures
	<p>13. Poets chose structures for their poem by understanding the relationship between structure and meaning.</p>	<ul style="list-style-type: none"> • Two teacher written poems • Samples of student work
	<p>14. Poets write from a different point of view, other than their own by dropping their own voice and taking on the voice of another person or thing.</p>	<ul style="list-style-type: none"> • Waiting Room Fish by Any Ludwig VanDerwater enlarged • Mentor poems written from different points of view
<p>Poems develop strategies to revise and edit their poems</p>	<p>15. Poets revise their poems by asking themselves, “How can I make this work even better?” and look for opportunities to show, not tell.”</p>	<ul style="list-style-type: none"> • Teacher written poems
	<p>16. Poets edit their poems looking or trouble spots by asking themselves, “Does this sound right?”</p>	<ul style="list-style-type: none"> • Teacher written poems that can be edited for sound
	<p>17. Poets celebrate their poetry writing by reading their poems to various audiences.</p>	

Unit Title: The How-To Guide for Nonfiction Writing

Grade Level: Second

Time Frame: January –February (6-7 weeks)

Unit Overview: During this unit, children will write books on self-selected topics about which they have some knowledge. They will also do a bit of research on these topics, incorporating new knowledge into what they already know. The theory is that by writing information books on topics of their own choosing, children are more apt to feel invested in the project and therefore more likely to write with voice and conviction. Writing volume is an important goal in this unit, and for starters, this means children will write many information books. A second goal is that children begin to explore and learn about different ways of structuring nonfiction texts. As they move from one book to the next, you will want to encourage them to experiment with a variety of text structures, thinking about which one best conveys information about a given topic. As children learn more about text structures, they may return to a book they wrote earlier in the unit, rewriting it with a new structure. Ultimately, of course, it is up to children to decide how best to structure each book to teach others.

Standards:

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standards:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

Example: Students will use their research to write information texts which can be used to teach others.

CRP5. Consider the environmental, social and economic impacts of decisions.

Example: Students will use their research to write informational texts to explore possible solutions to environmental concerns such as weathering and erosion.

Interdisciplinary Connections:

Science:

2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly

Example: Students will use technology to research how landforms are created and if they are rapid or slow changes to the earth. Students will use their research to write an informational text.

Math:

2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Example: Students will compare and contrast the size of their research subjects (animals, landforms, buildings, etc.) to include additional information in their nonfiction text.

Unit Goals/Enduring Understandings:

- Information writers gather information about their topic through a variety of ways.
- Information writers write with stamina, volume and independence
- Information writers write with elaboration and can study a mentor text to make information books longer and more interesting

- Information writers write one book and then conduct research to create an expert project
- Information writers need to edit, fancy up, and publish their writing so that it teachers in clear and exciting ways.

Essential Questions:

- How can I use what I already know about organization, details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I revise one of my books by studying and researching the topic? Can I even use artifacts, photographs and books to do some research and teach more?
- How can I use and improve my editing skills to get my work ready for our celebration?
- How can I include text features to strengthen my nonfiction writing?

Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Use text features to add additional details to the writing
- Use clear, precise, and appropriate vocabulary
- Combine, elaborate, and vary sentences
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics
- Publish own work

Academic Vocabulary:

nonfiction, informational, demonstrate, engage, develop, plan, edit, revise, research, proofread, organize, vocabulary, table of contents, bold words, captions, photographs, diagram, label, glossary, index, publish, how-to writing,

Demonstration of Learning/Assessment:

- Writing notebook
- Conference notes
- Published text
- Information On Demand
- Teacher created assessments
- Celebration (optional): **Information Expo or Research Slide Show Presentations**

Information Expo: Have a publishing celebration in conjunction with a mini expo fair. Alongside some artifacts and/or projects, students can place their informational writing. Invite other classes in to visit your expo fair and see what your students have learned as both writers and researchers.

Research Slide Show Presentations: Students prepare a slide show sharing their research using Power Point.

Suggested Mentor Texts:

Extreme Sports by Sean Finnegan

How to Be a Baby by Me, the Big Sister by Sally Lloyd-Jones

Why Do Dogs Bark? By Joan Holub

Growing Frogs by Vivien French

Resources:

Foundations

Units of Study for Teaching Writing, Lucy Calkins

- *How To Guide Non Fiction Writing*

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

The How-To Guide for Nonfiction Writing		Grade Level: Second	Time Frame: 6-7 Weeks
Goals	Suggested Mini-lessons	Teacher's Notes	
GOAL 1:	Nonfiction writers write about topics they care greatly about.	<ul style="list-style-type: none"> • Writing folders • Various types of writing paper • Anchor chart 	
	Nonfiction writers take notice of the techniques used by mentor authors.	<ul style="list-style-type: none"> • Mentor Texts: Suggested: Gail Gibbons or Seymour Simon books. 	
	Nonfiction writers make lists of everything they know about a topic, and decide if there is more to learn.	<ul style="list-style-type: none"> • Writing notebooks • Resource texts 	
	Nonfiction writers will understand that just like narrative writers zoom in on a focused topic, nonfiction writers also zoom in on focused topics.		
	Nonfiction writers plan their whole book before they begin writing. One way that they do this is by making a table of contents first to include the chapters that they will write.	<ul style="list-style-type: none"> • Mentor texts • Writing notebooks 	
	Nonfiction writers gather information about a topic by using multiple resources including technology.	<ul style="list-style-type: none"> • Laptops • mentor texts 	
	Nonfiction writers keep their volume and stamina going on paper by using the facts that they gathered during research.		
	Nonfiction writers will understand that once they have chosen a focused topic, he or she needs to maintain that focus.		
Goal 2 Nonfiction writers add details to their books by keeping their audience in mind.	Nonfiction writers choose information for their text by considering what information their audience wants to know.	<ul style="list-style-type: none"> • Laptops • Informational texts • "To Teach an Audience" Anchor Chart 	
	Nonfiction writers help readers picture information by revising the text to add more description.	<ul style="list-style-type: none"> • Laptops • Informational texts 	

		<ul style="list-style-type: none"> • “To Teach an Audience” Anchor Chart • “How to Play: Can you Picture it?” chart
	Nonfiction writers grab their audience’s interest from the start of the chapter by using an interesting lead.	<ul style="list-style-type: none"> • Mentor Text: <i>Extreme Sports</i> by Sean Finnegan • Revision strips • Shared writing piece
	Nonfiction writers make their writing more interesting while still keeping their audience in mind.	<ul style="list-style-type: none"> • Mentor Text: <i>Extreme Sports</i> by Sean Finnegan • Post-It Notes • Shared writing piece
	Nonfiction writers eliminate confusion for their audience by rereading their writing and clarifying information by adding details.	<ul style="list-style-type: none"> • Mentor text • Writing notebooks
	Nonfiction writers will strengthen their writing by setting goals for each chapter.	<ul style="list-style-type: none"> • Student samples of nonfiction texts • Information writing checklist • Shared writing piece • “To teach an Audience” anchor chart
	Nonfiction writers draw on strategies they know to fix up their writing by using editing and revising strategies.	<ul style="list-style-type: none"> • White board for each child • Writer’s checklist
	Nonfiction writers prepare for publishing by “fancying up” their books.	<ul style="list-style-type: none"> • “Books Get Fancy” Anchor chart
GOAL 3:	Nonfiction writers can write different kinds of nonfiction books by molding their information in different ways.	<ul style="list-style-type: none"> • Samples of question and answer books • “Nonfiction Writers Can Make...” • <i>Growing Frogs</i> by Vivian French

<p>Nonfiction writers use books as writing resources to think “How can I use craft moves like these in my room?”</p>	<ul style="list-style-type: none"> • Blank booklets • “Partner Work” anchor chart
<p>Nonfiction writers try new craft moves while remembering to use all of the skills that they have learned in this unit.</p>	
<p>Nonfiction writers improve their writing by meeting with partners to give feedback to one another.</p>	<ul style="list-style-type: none"> • Writing partnerships • “Partners Give Useful Feedback” anchor chart.
<p>Nonfiction writers share their accomplishments by participating in a writing celebration.</p>	

Unit Title: Writing About Reading

Grade Level: Second

Time Frame: March- April (6-7 weeks)

Unit Overview: Students will begin this unit writing letters - work that will be familiar to those who participated in the kindergarten opinion writing unit on persuasive letters. Students will draft letters about the characters they've met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. Students will be invited to uncover their opinions about more than just the character they are getting to know; students will also writing about favorite scenes, illustrations across the text, and lessons learned.

Standards:

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

B. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).

C. Use reflexive pronouns (e.g., *myself, ourselves*).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

Technology Standards:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant connections to text to support their opinions.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose opinion writing pieces.

Interdisciplinary Connections:

Math

2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Example: Students will gather data and create a graph to show opinions about texts.

Science:

2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.]

[Assessment Boundary: Assessment of quantitative measurements is limited to length.]

Example: Students will use analytical skills to form an opinion based on their data.

Unit Goals/Enduring Understandings:

- Writers write about their reading by closely evaluating their books and keeping their audience in mind.
- Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.
- Writers write nominations by supporting their opinions with text evidence

Essential Questions:

- As writers, how do we write about our reading to closely evaluate their books and keep their audience in mind?
- As writers, how do we use more sophisticated elaborative techniques to raise the level of our opinion writing?
- As writers, how do we support our opinions with text evidence to write nominations for our favorite books?

Skills:

- Respond to literature
- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning and focus
- Use clear, precise, and appropriate language
- Combine, elaborate, and vary sentences
- Use correct spelling and grammar; capitalize and punctuate correctly
- Correct sentence fragments and run-ons
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics
- Publish own work

Academic Vocabulary:

write, demonstrate, read, speak, listen, engage, support, evidence/reason, opinion, argument, nouns, pronouns, verbs, adverbs, capitalization, punctuation, spelling, language, first, next, then, in conclusion, also

Demonstration of Learning/Assessment:

- Writing notebook
- Conference notes
- Published piece
- Teacher created assessments
- Celebration (optional): **Publishing Party**

Have a publishing celebration. Model having a few students read their published piece aloud. Then divide the class into groups to share their stories. Make a big deal of the student's' first published pieces and display the writing in a prominent place in the classroom.

Suggested Mentor Texts:

- any text with favorite/familiar characters (*Henry and Mudge, Pinky and Rex, Harry the Dirty Dog*)
- *Pinky and Rex and the Bully*
- *Mercy Watson to the Rescue*
- *Poppleton*

Resources:

Foundations

Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins

- Unit 2 Opinion

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Writing About Reading		Grade Level: Second	Time Frame: 6-7 weeks
Goals	Suggested Mini-lessons	Teacher's Notes	
<ul style="list-style-type: none"> Writers write about their reading by closely evaluating their books and keeping their audience in mind. 	1. Writers who love stories share their opinions by writing letters to each other about favorite characters.	<ul style="list-style-type: none"> Familiar books: <u>Henry and Mudge</u>, <u>Pinky and Rex</u>, <u>Harry the Dirty Dog</u> <u>Mercy Watson to the re Rescue</u> Envelopes with labels/addresses saying "Reader in Room ___" Anchor chart: "Uncovering our Opinions About Books" 	
	2. Writers rehearse for their writing with a partner by talking through the big ideas they are having about their books and add smaller details in as they begin to write.	<ul style="list-style-type: none"> -Student model for demonstration (prepped beforehand) <u>Mercy Watson to the Rescue</u> 	
	3. Writers uncover additional details beyond the text by analyzing the pictures in books.		
	4. Writers retell parts of the story to help their readers understand their opinion when writing about books.	Sample Sentences that leave out a needed retelling	
	5. Writes choose the content of their letters by keeping the audience in mind.	<ul style="list-style-type: none"> Chart paper with opinion letter already written 2nd chart paper with a second version of the opinion letter written. 	
	6. Writers check their work to be certain it is their best work by revising and editing their writing.	Opinion Writing Checklist	

<ul style="list-style-type: none"> Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques. 	<p>7. Writers make their letter writing stronger by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting.</p>	<ul style="list-style-type: none"> Multiple pages of letter –writing paper stapled together to create a letter writing booklet. Anchor chart “Make it stronger, longer, and more convincing” <u>Pinky and Rex and the bully</u> by James Howe.
	<p>8. Writers read books closely to be certain to notice all of the details in order to write more detailed letters and grow new ideas.</p>	<ul style="list-style-type: none"> “Uncovering Our Opinions about Books” Writing booklet Chart paper and marker
	<p>9. Writers support their opinions by looking for multiple pieces of evidence from the text.</p>	<ul style="list-style-type: none"> Excerpt from <u>Pinky and Rex</u> enlarged Helpful Linking Words chart Anchor charts
	<p>10. Writers inquire into how and when to use capital letters by looking into mentor texts.</p>	<ul style="list-style-type: none"> Clipboards Chart “ We use Capitals in our Writing..” Excerpt from a text that highlights the use of capital letters.
	<p>11. Writers draw in and entertain their readers by adding in fun details to fancy up their writing.</p>	<ul style="list-style-type: none"> Small stack of familiar books with interesting features Chart paper “extra, extra, read all about it.” Copies of editing section of the checklist and other editing tools Stationery or index cards and markers, so children can write compliment cards” to each other

<ul style="list-style-type: none"> Writers write nominations by supporting their opinions with text evidence. 	<p>12. Writers of nominations choose topics that they have strong opinions about by analyzing books and evaluating how they can support their opinion with reasons and details.</p>	<ul style="list-style-type: none"> Books the students may want to “nominate” for awards Nomination paper “Make it Stronger, Longer, and More Convincing” chart.
	<p>13. Writers support their opinions by using specific evidence from the text and use quotations marks when necessary.</p>	<ul style="list-style-type: none"> Pinky and Rex and the Bully by James Howe (or other mentor text) Revising strips and tape “Using a Quote” chart
	<p>14. Writers support their opinions by comparing characters, series, or kinds of books to explain why they think one is better than the other.</p>	
	<p>15. Writers use mid-sentence punctuation to write longer and stronger sentences.</p>	<ul style="list-style-type: none"> 3 column chart paper Revision strips Adhesive labels and colored pencils
	<p>16. Writers read and study the work of other writers by trying to incorporate what they have learned in their own writing.</p>	<ul style="list-style-type: none"> Chart paper with labeled Venn diagram Student writing from early in the year Revision flaps and strips
	<p>17. Writers critique their writing to determine their strengths and weaknesses by using assessment tools.</p>	<ul style="list-style-type: none"> Opinion writing checklist
	<p>18. Writers work hard toward their goals, and when they meet those goals they reexamine their writing and set brand-new goals.</p>	<ul style="list-style-type: none"> Process chart illustrating this ongoing cycle of work.

Unit Title: Writing Gripping Fictional Stories**Grade Level: Second****Time Frame: May- June (6 weeks)**

Overview of Unit: In this unit, you will remind children of what they already know about good narrative writing and then extend that repertoire, bearing in mind that the ultimate goal is for children to write well-elaborated short stories. This unit prioritizes story structure, spotlighting the plotting work that a short story writer does, emphasizing especially that a good story contains a scene (or small moment) or two and is told to build gripping tension. The character wants something and encounters trouble en route to that something. Students capture this combination of motivations and obstacles by characterizing the stories they'll be writing as "edge of the seat stories" or "trouble stories." Another big goal of this unit (and of any writing unit) is to increase the volume of writing your children produce.

Standards:

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.5 Describe the overall structure of a grade-appropriate story, including how the beginning introduces the story, middle (identify climax or problem), and the ending concludes the action.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

C. Use reflexive pronouns (e.g., *myself, ourselves*).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* →

Technology Standards:

8.1.2.A.2 Create a document using a word processing application.

Students will use laptops to publish their fictional stories.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Students will use digital tools to produce a fictional story.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Students will work cohesively with one another to edit and revise their writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: Students will work together in writing teams to strengthen their writing.

Interdisciplinary Connections

Social Studies

6.3.4.D.1 Identify actions that are unfair or discriminatory such as bullying and propose solutions to address such actions.

Students will write stories which include problems and solutions to common issues including bullying and discrimination.

Visual and Performing Arts

1.1.2.C.2 Theatre artists use precise vocabulary when staging a play.

1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.

Students will perform fairytales and other fictional stories using precise theatre vocabulary and use voice, movement, and facial expression to communicate emotions while acting out their story.

Health

2.1.2.C.3 Determine how personal feelings can affect one's wellness.

Students will write stories which express complex feelings and interactions with one another.

Unit Goals/Enduring Understandings:

- Writers set goals for their writing and have strategies to keep them writing long and strong.
- Fiction writers create tension in their writing to keep their readers interested.
- Writers use a variety of revision strategies to make their writing better.

Essential Questions:

- How do fiction writers write with volume?
- How do we write a story that is gripping to our readers?
- How do writers revise to make their stories better?

Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning and focus
- Use strategies, such as tone, style and consistent point of view to achieve a sense of completeness
- Write coherent paragraphs that develop a central idea and have topic sentences and facts and details
- Use clear, precise and appropriate language
- Use figurative language and vivid words
- Use correct word order
- Use correct spelling, grammar; capitalize and punctuate correctly
- Correct sentence fragment
- Revise
- Edit and proofread
- Publish

Academic Vocabulary:

fiction, describe, retell, recount, characters, setting, adventures, jotting, sketching, tension, visualize, details, lesson/moral, small moment, elaborate, dialogue, revise, edit, publish, lead

Demonstration of Learning/Assessment:

- Writing Notebook
- Conference Notes

- Teacher Created Assessments
- Published Pieces
- Celebration (optional): **Publishing Party**

Your children will write many pieces during this unit, and you will likely have each child pick one that he or she will publish. Encourage students to reread their pieces to find the one that builds the most tension and/or carries the most significance. Then you might make your celebration an “accountable talk” celebration. Ask your authors to read their stories aloud to the class and then give the class time to talk about these moments.

In preparation for this, students might practice reading these stories in their best read-aloud voices, slowing down at parts and then reading with excitement at others. Students may choose to use a digital tool to create audio recordings of stories (SL.2.5, W.2.6)

Suggested Mentor Texts:

- *Shortcut*, by Donald Crews;
- *The Ghost-Eye Tree*, by Bill Martin;
- *Koala Lou*, by Mem Fox; and
- *Too Many Tamales*, Gary Soto.

Resources:

Foundations

Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins

- Unit: If Then... Curriculum

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Writing Gripping Fictional Stories with Meaning and Significance		Grade Level: Two	Time Frame: 6 weeks
Goals	Suggested Mini-lessons	Teacher's Notes	
	<p><u>To prepare for this unit:</u></p> <ul style="list-style-type: none"> • <u>Set up a writing center to include five page booklets, single sheets of paper, revision strips and flaps, writing caddies with pens, staplers, post it notes and date stamps</u> • <i>Shortcut</i>, by Donald Crews; • <i>The Ghost-Eye Tree</i>, by Bill Martin; • <i>Koala Lou</i>, by Mem Fox; and • <i>Too Many Tamales</i>, Gary Soto. • <u>"Tiny Topic" notepads</u> • <u>Writing folders</u> 		
<ul style="list-style-type: none"> • Writers explore and implement strategies to generate topics and develop good habits for writing. 	<ul style="list-style-type: none"> • Writers choose meaningful stories to write by hearing stories from master authors. 	<ul style="list-style-type: none"> • <i>Shortcut</i>, by Donald Crews; • <i>The Ghost-Eye Tree</i>, by Bill Martin; • <i>Koala Lou</i>, by Mem Fox; and • <i>Too Many Tamales</i>, Gary Soto. • • "Tiny Topic" notepads 	
	<ul style="list-style-type: none"> • Writers choose meaningful stories by paying attention to the kinds of stories mentor authors tell. 	<ul style="list-style-type: none"> • <i>Shortcut</i>, by Donald Crews; • <i>The Ghost-Eye Tree</i>, by Bill Martin; • <i>Koala Lou</i>, by Mem Fox; and • <i>Too Many Tamales</i>, Gary Soto. • Tiny Topic notepads • Pens • Construction paper 	
	<ul style="list-style-type: none"> • Writers develop a topic by using what they know about a favorite character and choose to continue the story or to write a new ending. 	<ul style="list-style-type: none"> • Reader's Notebook • Teacher's "Tiny Topic" notepad prepared with details • Teacher five-page booklet 	

	<ul style="list-style-type: none"> Writers write gripping stories by recalling times when they felt strongly about something; times when they were angry, excited, embarrassed, hopeful or worried. 	<ul style="list-style-type: none"> Emotions anchor chart Any story intended to make students laugh (ex: <u>Diary of a Wimpy Kid</u> by Jeff Kinney) Any story intended to make writers feel despair (ex: <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst)
	<ul style="list-style-type: none"> Writers use strategies to make their writing long and strong by sketching or jotting notes across the pages of the booklet making sure to tuck in important little details. 	<ul style="list-style-type: none"> Demonstration booklet
Writers use all of their skills to write strong fiction stories.	<ul style="list-style-type: none"> Writers work hard and continue to write by using all of their known strategies. 	<ul style="list-style-type: none"> Narrative Writing Checklist (enlarged) “Things That Make Us Stronger Writers” chart “Writing Goals” chart
	<ul style="list-style-type: none"> Partners help each other to stretch out important parts of a story by listening, visualizing and asking questions. 	<ul style="list-style-type: none"> “Partner Talk” anchor chart
	<ul style="list-style-type: none"> Writers make sure that the most important part in the story is filled with details that help the reader know exactly what is happening and why. 	<ul style="list-style-type: none"> Powerful parts of texts, marked with a post it. “Learning Writing Moves From Our Favorite Authors” chart

	<ul style="list-style-type: none"> Writers create suspense by dropping hints about what might happen next. 	
	<ul style="list-style-type: none"> Writers not only sketch to plan what happens, they also plan how the character will feel on each page of the story. 	
	<ul style="list-style-type: none"> Writers reflect on past work and set goals for future work. 	<ul style="list-style-type: none"> Goals Anchor chart
	<ul style="list-style-type: none"> When writers revise, they might read through a whole piece just looking at one specific thing at a time. 	<ul style="list-style-type: none"> Editing checklist
	<ul style="list-style-type: none"> Writers end the story by adding a lesson that the character learned. 	<ul style="list-style-type: none"> Editing checklist
Revise with Intention: Pull Readers to the Edges of Their Seats	<ul style="list-style-type: none"> Writers edit their writing to make it easy for the audience to read. 	<ul style="list-style-type: none"> Editing checklist Narrative Writing Rubric
	<ul style="list-style-type: none"> Writers revise their writing for accuracy by utilizing the opinions of their partners. 	<ul style="list-style-type: none"> Narrative Writing Checklist
	<ul style="list-style-type: none"> Writers acknowledge their achievements by preparing for a writing celebration. 	