

School District of South Orange-Maplewood
English Language Arts Writing Curriculum – Grade 2



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**
2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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the following staff member for their invaluable contributions:
Donna Grohman

Unit Description: Reviving Up Writing Muscles (Curricular Calendar)

This first unit is meant to help you kick start a brand new year while reminding your students that they are not brand new writers. With two years of writing workshop under their belt, students are ready to carry on with greater independence and take on new challenges. This abbreviated unit launches the second grade year with a focus on the following goals: to reinforce the skills and strategies students have already learned, to write with focus and detail, and to get students to write with deeper meaning.

Writing		
Big Ideas: - Reinforce the skills and strategies students have already learned in order to write with focus and detail. - Write with greater meaning and craft through the guidance of mentor texts.		
Time Line: September		
Duration of Unit: 10 days		
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How do writers effectively plan in order to generate several writing pieces? - How do writers use mentor texts to learn and try out ways to make their own writing special?	Students will understand that... - Writers write long and strong, with great volume and stamina. - Writers use mentor texts to learn how to incorporate craft moves into their own writing.	
NEW JERSEY STUDENT LEARNING STANDARDS		

Progress Indicators for Writing

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Progress Indicators for Language

- NJSLSA.L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

PRE AND POST ASSESSMENT

For the initial narrative writing task, for assessment, give your students a four-page booklet and ask them to write a story about something they have done. The following prompt is recommended from the Writing Pathways: Performance Assessments and Learning Progressions, K-5 to start them off: "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing be sure to:

- *Make a beginning for your story*
- *Show what happened in order*
- *Use details to help readers picture your story*
- *Make an ending for your story."*

**Be sure to note-take while your students work, observing how they move through the writing process (Who is sketching across the pages? Who is rereading as they draft? Who needs support with transitioning or writing in sequence? Structure? Elaboration? Conventions? Study their pieces with two lenses: What do students know about writing this genre? What do students know about conventions? These observations will help you strategize conference and small groups.*

Use the Narrative Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
 - Published Writing
- Other Evidence
- Conferring notes/records of conferences, small groups
 - Teacher observations
 - Partner conversations
 - Collection of writing folders

Grammar and Conventions

Based on assessment, teach the following in mini-lessons, conferring, or small group instruction:

Capitalization

- Writers put capital letters at the beginning of each sentence.
- Writers capitalize the first letter of proper names.
- Writers capitalize the first letter of each word in a title.

Punctuation

- Writers use a question mark at the end of an asking (interrogative) sentence.
- Writers use a period at the end of a telling (declarative) sentence.
- Writers use an exclamation point at the end of an exciting (imperative) sentence.
- Writers use an apostrophe to form contractions.
- Writers use commas when listing three or more things in a sentence.

Usage

- Writers take simple sentences and expand them.
- Writers combine sentences together to make compound sentences.
- Writers use adjectives to describe nouns in a sentence.
- Writers use adverbs to describe verbs in a sentence.
- Writers use pronouns to replace nouns in order to vary sentence structure.

Spelling

- Writers spell high-frequency words correctly.
- Writers consult reference material to check spelling (word walls and beginning dictionaries).

Teacher Notes	
<u>Mentor Texts</u>	• <u>Night of the Veggie Monster</u>, by G. McClements (First grade mentor text. Students will be familiar). • <u>A Whistle for Willie</u>, by E.J. Keats • <u>The Snowy Day</u>, by E.J. Keats • <u>Chester's Way</u>, by K. Henkes <u>Materials</u> • Teacher's demonstration writing pieces • 1st grade narrative anchor charts • Narrative Writing Checklists • Writing folders

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Using Everything We Know to Write Long and Strong Right Away

GOALS:

Although this bend is short, **lasting no more than a week**, students will bring their stories to life by explaining their stories in small steps. They will do this by including in their writing what the characters are doing, feeling and thinking. Students will increase their writing stamina by building upon what they have already learned about strong narrative writing in kindergarten and first grade.

Suggested Mini-Lessons

- Bringing Everything We Know About Writing Workshop to become Stronger Writers – Writers are the boss of their writing! Writers generate story ideas, make a plan, write, reread, revise and get started on another piece.
- Slowing Our Stories Down - Writers think about the main thing they did and then ask themselves, “What exactly happened, step-by-step, bit-by-bit?”
- Bring Our Characters to Life by Making Them Move and Talk – Writers do this by including descriptions of characters’ actions and dialogue in their writing.
- Show the Reader How Your Characters are Feeling and Thinking – Writers ask themselves, “How is that character feeling?” Then, “What might that character be thinking?” Writers incorporate this into their pieces.

Bend II: Reading Like a Writer – Using Mentor Texts

GOALS:

Throughout the **second week** of this unit, students will use a mentor text to study the author's craft and try it out in their own writing. Students will include all that they have learned to develop characters in their stories (show not tell). Students will work in partnerships to act out the moment, plan, write and/or revise their stories.

Suggested Mini-Lessons

- Closely Examining Craft Moves in Mentor Texts – Writers identify *how* and *why* an author uses a specific craft move. Writers try out craft moves from other authors in their own writing.
- Writers Show not Tell – They do this by including not only *what* the character does but *how* the character does something.
- Trying Out the Author's Craft in Our Own Stories - Writers work in partnerships to rehearse a plan for their writing, thinking of ways to incorporate an author's craft into their own stories.
- Taking Charge of Our Writing – Writers work in partnerships to act out a moment, to help plan, write and/or revise their stories.
- Simple Celebration – Writers pick a favorite piece to fancy up and share their favorite part of their narrative. Writers share the craft moves used in their pieces.

***Note – You might want to collect the craft moves you and children notice on a chart to remind them of the ways they can further develop their writing.**



Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units ● Apply writing skills and strategies into the content areas	Instructional Strategies
Professional Resources: ● The Writing Process Continuum in Writing Pathways, pp. 220-225 ● Online resources: www.heinemann.com ● Small Moments from Units of Study for Teaching Writing, Grade 1 ● Curricular Calendar TCRWP – Reviving Up Writing Muscles, Draft 2017-2018	

Unit Description: Lessons from the Masters, Improving Narrative Writing- Book 1

Second graders will continue the repertoire work that they began in early September with Small Moment in Revving Up Writing Muscles but now carry this work forward by studying the craft of an author(s) and incorporating these craft moves into their own writing, to create stories that readers are eager to read. Students will continue to learn procedures for participating in their new classroom community, writing independently, and working with partners. Students will engage in writing to build stamina and independence. Students will demonstrate their writing stamina and proficiency through their narrative writing. They will continue with their small moment stories by brainstorming topics, planning/rehearsing their stories, sketching, and writing with emphasis on editing and revising too.

Each bend in the unit will help students deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. Their stories should recount a well-elaborated event, including details, thoughts, actions, feelings, and providing a sense of closure. To do this work, students will look closely at the work of one published writer and learn to let that writer function as a mentor noticing the author's craftsmanship, thinking, "Perhaps I could try this in my piece."

Writing	
Big Ideas: • Establish routines and expectations • Build writing stamina and proficiency • Develop small moment narratives and strengthen narrative writing by building upon their repertoire of strategies • Students notice craftsmanship of one author and then apply that craft to their own work	
Time Line: September/October	Duration of Unit – 5 - 6 Weeks

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How can I write narrative stories that recount a well-elaborated event or short sequence of events focused on a single topic? - How do writers work independently through the steps of the writing process? - How can I study the writing and craft moves of master writers to create strong personal narratives of my own?	- Writers follow routines and procedures. - Writers write with stamina and independence through the steps of the writing process. - Writers can write narrative stories focused on a single topic
NEW JERSEY STUDENT LEARNING STANDARDS	
Progress Indicators for Writing	
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Progress Indicators for Language Arts	
- NJSLSA.L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. - NJSLSA.L2. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.	

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The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy

- Use media to convey information more richly and effectively than would be possible in a standard classroom discussion or demonstration.
- Share narrative stories in various media formats.

PRE AND POST ASSESSMENT

For the initial narrative writing task, for assessment, give your students a four-page booklet and ask them to write a story about something they have done. The following prompt is recommended from the Writing Pathways: Performance Assessments and Learning Progressions, K-5 to start the off: "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing be sure to:

- *Make a beginning for your story*
- *Show what happened in order*
- *Use details to help readers picture your story*
- *Make an ending for your story."*

Use Narrative Writing Progression and Checklists to evaluate writing

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Teacher observations
- Collection of writing folders
- Partner conversations

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- Writers use an apostrophe to form contractions.
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Usage

- Writers take simple sentences and expand them.
- Writers combine sentences together to make compound sentences.
- Writers use adjectives to describe nouns in a sentence.
- Writers use adverbs to describe verbs in a sentence.
- Writers use pronouns to replace nouns in order to vary sentence structure.

Spelling

- Writers spell high-frequency words correctly.
- Writers consult reference material to check spelling (word walls and beginning dictionaries).

Teacher Notes

***Notes:** As suggested in the Unit of Study: writing centers should include – five-page booklets, single sheets of paper, revision strips, writing caddies (pens, mini-staplers, sticky notes). In addition to the two mentor texts, please make sure to display a variety of narratives that span your student’s just-right reading levels in your classroom library. These books should be accessible to students so that they can study the craft moves of the author and be inspired to utilize these craft moves into their own writing.

Mentor Texts

- Owl Moon, by J. Yolen
- Fireflies, by J. Brinkloe
- The Leaving Morning, by A. Johnson

Additional Texts:

- Big Mama’s, by D. Crews (strong lead, strong ending, elaboration)
- The Shortcut, by D. Crews
- Roller Coaster, by M. Frazee (zoom in, text/writing features)
- The Great Gracie Chase – Stop that Dog! by C. Rylant (voice, strong lead)
- Last Stop on Market Street, by M. de La Pena (elaboration- use of words and language)
- Ish, by P. Reynolds (strong and clever ending)
- The Snowy Day, E.J. Keats

Internet Links:

TedxTalks – Outside the Box: Caine Monroy at TEDxTeen- Caine Monroy was 9 years old when he created “Caine’s Arcade”.
www.ted.com//Outside

Materials:

- Teacher’s demonstration writing pieces
- 2nd Grade Narrative Writing Anchor Charts
- Writing folders
- Writing booklets

GOALS AND MINI-LESSONS

Bend I: Studying the Masters for Inspiration and Ideas

GOALS:

Students will be familiar with classroom routines, procedures and expectations during writing workshop. Students will generate story ideas for their small moments and be able to stretch out and magnify those moments in order to add great details and craft powerful beginnings and endings to their writing. As students study craft moves from mentor texts, they will understand why the author used that craft move. The bend ends with a day of goal setting, where children can use the narrative checklist to assess their work and to set goals for themselves as writers.

Mini-Lessons

- Discovering Small Moments That Matter: (p.2) Generating Ideas for Writing – Writers will understand that one way they can learn to write meaningful, beautiful stories is to study the craft of mentor authors.
- Capturing Story Ideas: (p.12) Tiny Topics Notepads – Writers capture everyday moments in their tiny topic notepads and save them as possible ideas to write about in writing workshop.
- Stretching Out Small Moments – (p. 20) Writers think what it looks and sounds like when they tell the whole story of a tiny moment.
- Writing with Detail: Magnifying Small Moments (p. 28) – Writers do this by zooming in on a small moment in their stories and magnifying it with details.
- Letter to Teachers: Revising with the Masters: Crafting Powerful Endings (p. 38) – Writers focus in on slowing down their writing and developing a powerful ending for the reader.
- Rereading Like Detectives – (p. 43) Writers act like a “writing detective” ensuring that the end punctuation in their stories makes sense and sounds right to the reader.
- Working Hard: Setting Goals and Making Plans for Writing Time – (p. 52) Writers become stronger writers by closely examining their writing, making plans and setting goals.

Bend II: Noticing Author's Craft: Studying Imagery, Tension and Literary Language in the book Owl Moon, by J. Yolen
GOALS:

Students will build upon their work from Bend I of this unit (generating story ideas, planning/rehearsing their stories, sketching and writing with emphasis on editing and revising). Students will spotlight writing with intention and study the craft moves of authors. Students will be asked to name their intentions as writers – what they hope their readers will feel. Students will examine parts of the mentor text closely to consider what makes some parts so powerful and how the author achieved that effect. Students will revise paying attention to word choice and language. Students will continue to set writing goals to increase their writing stamina.

Mini-Lessons

- Revising with Intent – (p. 64) Writers revise their writing with particular intent (i.e., make their readers laugh, feel sad, create beautiful images, etc.).
- Close Reading: Learning Writing Moves from a text – (p. 75) Writers study the craft moves of mentor texts and ask themselves, “Could I write like this?”
- Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors – (p. 92) Writers focus on making their writing more powerful by incorporating craft moves learned from mentor authors into their own writing.
- Letter to Teachers: Learning to Write in Powerful Ways: Trying Out a Second Craft Move – (p. 103) Writers build up their writing muscles by matching a part of their own writing with a part from a mentor book.
- Emulating Authors in Ways that Matter: Writers Revise in Meaningful Ways - (p. 111) They do this by asking, ‘What craft move did the mentor author incorporate?’ Then, ‘Why did the mentor author incorporate that specific craft move?’ Next, the writers will revise their writing to make sure that they’ve emulated craft moves in ways that make sense in their own writing.
- Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language – (p. 121) Writers edit their work for standard conventions and for the way their writing sounds. They do this by examining mentor texts to learn about precise and beautiful language.
- Letter to Teachers: Rereading and Quick Editing: Preparing for a Mini-Celebration – (p. 130) Writers use an editing checklist to ensure that their writing is as clear and clean as it can be.

Bend III: Study Your Own Authors

GOALS:

Students will build upon their work from *Bend I* and *Bend II* of this unit making reading and writing connections, drawing on everything they have learned up until this point to discover craft moves in books they are reading on their own and to apply these to their own writing. Students will continue to set writing goals in order to increase their writing stamina and will work with increasing independence, transferring what they have learned with teacher guidance and through shared inquiry to work that is largely self-initiated. Students will devote careful attention to revision and editing, aiming to make their writing as clear and powerful as it can be.

Mini-Lessons

- Learning Craft Moves from Any Mentor Text – (p. 134) Writers understand that they can learn from any mentor author, at any time.
- Being Bold: Trying New Craft Moves – (p. 142) Writers do this by taking risks in their writing and trying new things.
- Letter to Teachers: Writers Can Help Each Other: Partners Offer Feedback (p. 150) – Writers work with their partners to check that their work is as clear, meaningful and well-crafted as it can be.
- Editing and Preparing for Publication – (p. 153) Writers get their pieces ready for publication by making sure it is easy to read.
- Letter to Teachers: A Celebration – (p. 159) Writers share their writing.

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ Social Studies and Science Units
- Incorporate grammar and conventions when applicable to the content areas
- Read mentor texts in the content areas

Professional Resources:

- Lessons From the Masters, Improving Narrative Writing, by A. Hartman and J. Mooney, Units of Study in Opinion, Information and Narrative Writing
- The Complete Year in Reading and Writing, by P. Vitale-Reilly & P. Allyn
- TCRWP – Teachers College Reading & Writing Project: <http://tc:readingandwritingproject.com>
- The Art of Teaching Writing, by L. Calkins (Section 1)
- Online resources: www.heinemann.com
- A Guide to the Writing Workshop, by L. Calkins
- Launching the Writing Workshop, by L. Calkins
- Adapted from Summit School District Curriculum, www.summit.k12.nj.us/district/curriculum
- Adapted from Pompton Lakes School District www.plps-k12.org/cms/lib/.../LAL%20ReadingWriting_1st%20Grade.docx

Unit Description: The How-To Guide for Nonfiction Writing – (New Book 2016)

During this unit of study, writers will teach about areas of personal expertise and volume will be the key. This unit encourages students to write long and across many books in each bend. For each book, students will go through the process of generating an idea, planning, and organizing their book. This will set them up for success when they write in the *Lab Reports and Science Books* unit later in the year. Since the students will also be reading lots of nonfiction in the *Becoming Experts: Reading Nonfiction* unit, it will be helpful as they choose books to be their mentor texts for their writing.

This unit also provides opportunities for greater independence. Students will not only write nonfiction books, trying on different structures, they will study those books with peers and try different craft in their writing while using all that they have learned previously.

Writing		
Big Ideas: - Develop stamina and volume in their writing. - Consider who their audience is as they write their nonfiction books. - Try shaping their expert information into different structures, with peer support, using mentor texts.		
Time Line: November-December		Duration of Unit – 5 Weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>		Enduring Understandings <i>What will students understand about the big ideas?</i>
- How do writers write information books about a topic of personal expertise? - How do nonfiction writers revise their stories for their intended audience?		Students will understand that... - Writers write with a purpose for an audience. - Writers use a variety of revision strategies to make their writing better. - Writers can use mentor texts to improve their own writing. - Writers make a plan to increase their stamina and volume.

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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.

Progress Indicators for Speaking and Listening

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

Progress Indicators for Language

- 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., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	
- 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., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). 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.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). - L.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 (e.g., <i>When other kids are happy that makes me happy</i>).	

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy
 Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
 Entrepreneurial Literacy
 Civic Literacy
 Health Literacy

Media Literacy Integration

- Use of brainpop, nettrekar and other appropriate sites
- Create a KidPix or Powerpoint slideshow demonstrating what they know about their topic.
- Create a class i-movie highlighting students as the panel of experts on their topics.

PRE AND POST ASSESSMENT

Give on demand assessment to see what students know about nonfiction writing.

Students should have five page booklets with a space for a picture and several lines for writing. Give the following instructions:

"Think of a topic that you've studied or that you know a lot about. Tomorrow, you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow. Please keep in mind that you'll have only this one period to complete this, so you'll need to plan, draft, revise and edit in one sitting. Write in a way that shows all you know about information writing."

"In your writing, make sure you:

- *Introduce the topic you will teach about*
- *Use transition words*
- *Include lots of information*
- *Organize your writing*
- *Write an ending."*

Give the post assessment at the end of the unit.

Use the Information Writing Rubric to assess student growth, possibly the first and second grade checklists.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Teacher observations
- Prewrites
- Collection of folders
- Partner conversations

Grammar and Conventions

Based on assessment, teach the following in mini-lessons, conferring, or small group instruction:

Capitalization

- Writers capitalize the first letter of proper names.
- Writers capitalize the first letter of each word in a title.

Punctuation

- Writers use a question mark at the end of an asking (interrogative) sentence.
- Writers use a period at the end of a telling (declarative) sentence.
- Writers use an exclamation point at the end of an exciting (imperative) sentence
- Writers use an apostrophe to form contractions.
- Writers use commas when listing three or more things in a sentence.

Usage

- Writers take simple sentences and expand them.
- Writers combine sentences together to make compound sentences.
- Writers use adjectives to describe nouns in a sentence.
- Writers use adverbs to describe verbs in a sentence.

Spelling

- Writers spell high-frequency words correctly.
- Writers consult reference materials to check spelling (word walls and beginning dictionaries).

Teacher Notes
<u>Mentor Texts</u> • Some books by Gail Gibbons or Seymour Simon • <i>Extreme Sports</i> by Sean Finnegan <u>Suggestions:</u> • <i>Growing Frogs</i> by Vivien French (Candlewick Press) • <i>Why Do Dogs Bark?</i> by Joan Holub (Penguin Random House) • <i>How to Be a Baby...by Me, the Big Sister</i> by Sally Lloyd-Jones (Penguin Random House) <u>Materials</u> • Display anchor charts from nonfiction writing units • Your own writing to serve as a demonstration text • Information Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals • Writing notebooks • Drafting booklets

GOALS AND MINI-LESSONS

Bend I: Writing Lots of Nonfiction Books Quickly

GOALS: Students will begin to write nonfiction books quickly, spending only a day or two on each before moving on to the next one. They choose topics on which they are already experts, so they can get started quickly. Then they study other nonfiction authors, notice what they do in their books and try those craft moves in their own books. As they reread their own books, they will “squeeze their brains” teaching all they know about the topic. At the end of this bend, they will use the Information Writing Checklist as a tool, to set goals and edit their books. The bend will end with a mini-celebration and share favorite parts of their books with their classmates.

Mini-Lessons

- Launching the Big Work of Nonfiction Writing in Accessible Ways (p. 2) - Writers write around areas of expertise. When the topic is one they know well, they can start writing right away and write quickly.
- Learning from the Experts: Noticing, Naming, and Trying Out Craft Moves in Nonfiction Books (p. 11) - Nonfiction writers notice what other nonfiction writers have done in their books and think, “I can try this, too!”
- Nonfiction Writers Squeeze Their Brains: Writing Long to Teach Readers a Lot of Information (p. 20) - Nonfiction writers can write more on each page. They do this by rereading their writing and thinking, “What else could I say?”
- Writers Set Goals and Make Plans (p. 27) - Writers get stronger by looking at their writing, setting goals, and making plans to work toward those goals.
- A Trip to the Editor (p. 36) - Writers reread their writing, not only to see if their piece has great content and is well organized, they also check their spelling grammar, and punctuation to make their piece easier for their readers to understand.

Bend II: Writing for an Audience

GOALS: Students will not only choose topics, but choose an audience as well. They will write and consider how to interest their audience by writing chapter leads, detailed descriptions and comparisons to help their audience picture the information they are teaching. Students will reread their books and think about how they can be revised. Then they will use the Information Writing Checklist to set goals for their writing and taking those goals through each chapter in their books. At the end of this bend, they will become book fairies and publish their books for their intended audience.

Mini-Lessons

- Nonfiction Writers Consider What Information Their Audience Wants to Know (p. 44) - Writers first think of who their audience will be and then write the information that their audience would want to know.
- Helping Readers Picture Information (p. 54)- Once writers have thought about what information their audience wants to know, they try to hold their readers' interest by thinking, 'How can I help my readers picture the information?' and they write using description.
- Nonfiction Writers Aim to Hook an Audience's Interest.... Right from the Start! (p. 63) - Nonfiction writers grab their reader's attention by using an interesting lead at the beginning of each chapter.
- Writers Do More Than One Thing at Once (p. 71) - Writers give themselves reminders to keep their audience in mind while they also work to generate interesting writing.
- Clearing Up Confusion (p. 81) - Nonfiction writers make sure their writing isn't confusing by rereading, noticing when they have questions, and clarifying that information.
- Setting Goals to Make Nonfiction Books Better (p. 89)-Nonfiction writers set goals for work they can do to make their chapters better. Then they transfer each goal from chapter to chapter so the whole book is ready to be read by others.
- Editing Nonfiction Writing: Fixing Up Spelling Mistakes for Readers (p. 98) - Writers use their knowledge of words they know how to spell to fix their writing and making sure it is easy to read.
- Fancying Up Nonfiction Books for an Audience: Adding Final Touches (p. 106) - Writers look at published books to get ideas for their own books. Writers notice ways that authors fancy up their books and try those moves in their books, too.

Bend III: Writing Nonfiction Books of All Kinds

GOALS: At the beginning of this bend you will teach the students to shape expert information in different ways, such as nonfiction chapter books, question and answer books, stories that teach or a how-to book. They will use mentor texts to use craft moves from nonfiction texts. Students will be reminded to use old learning into new books. At the end of this bend, they will prepare their hard work for a celebration to highlight the achievement of becoming nonfiction writers. They will give each other feedback, generate plans to prepare their books and set up a learning expo with guests to showcase their work in this unit.

Mini-Lessons

- Writing Nonfiction Books of All Kinds (p. 112) - Nonfiction writers can take information about a topic and write different kinds of nonfiction books (chapter books, stories that teach, how-to books).
- Learning on Authors as Mentors (p. 119) - Nonfiction writers use books as resources (mentor texts) to study and try new craft moves in their own books.
- Writers Use Reminders to Craft New Books (p. 126) - Writers try to use new things they learn while remembering to do everything they already learned. They can use reminders to help them think of the things they already know how to do.
- Partners Lend a Hand: Offering Feedback from One Nonfiction Writer to Another (p. 134) - Writing partners can give each other feedback, using the checklist, to set and meet goals.
- Planning for the Final Celebration (p. 142) - When writers get ready to publish and celebrate, they use everything they know to get their books ready. They can also make a list of things they need to do to get their books ready for others.
- Holding a Learning Expo (p. 145) - Writers will decide how to best “show-case” the kind of writing they did. They will work with other students who are celebrating the same type of book and plan how to share their books with an audience.

Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units • Read just-right books in the content areas • Use mentor texts to deliver science and social studies content • Apply reading and writing skills to the reading we do in the content areas	Instructional Strategies Professional Resources: • <u>The How-To Guide to Nonfiction Writing</u> by Valerie Geschwind and Jennifer DeSutter, Units of Study In Opinion, Information and Narrative Writing • Adapted from Paramus Schools District Curriculum Guides • Online resources: <u>https://www.heinemann.com</u> (Use the code in the front of the UOS books) • TCRWP – Teachers College Reading & Writing Project: <u>http://tc:readingandwritingproject.com</u> • Online resources: <u>https://www.heinemann.com</u> (Use the code in the front of the UOS books) • TCRWP – Teachers College Reading & Writing Project: <u>http://tc:readingandwritingproject.com</u>
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Unit Description: Writing Gripping Fictional Stories (If... Then...Curriculum)

In this unit, you will remind students of what they already know about good narrative writing and then extend that repertoire, bearing in mind that the 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 on the way to that something. For your students, you capture this combination of motivations and obstacles by characterizing the stories they'll be writing as "edge of the seat stories" or "trouble stories." That is, this is not just about a character that does something, it is about a character that wants something, who encounters trouble. Tension can turn a sequential chain of events into something that feels like a story. To do this, teach your students how to develop characters in a way that builds tension, giving them dreams, desires, fears, and frustrations. Another big goal of this unit (and of any writing unit) is to increase the volume of writing your children produce.

Writing		
Big Ideas: • Develop volume and stamina in writing • Create narrative short stories with details and suspense		
Time Line: January-February	Duration of Unit: 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
• How can I use what I know about writing powerful personal narratives to improve my fiction writing? • How do fiction writers write with volume? • How can I write a story that is gripping to my readers? • How can I revise my writing to make their stories better?	Students will understand that... • 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.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- NJLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Progress Indicators for Language

- NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 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.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy
 Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
 Entrepreneurial Literacy
 Civic Literacy
 Health Literacy

Media Literacy Integration

- Use media to convey information more richly and effectively than would be possible in a standard classroom discussion or demonstration.
- Share fictional stories in various media formats.

Global Perspectives

- Read narrative stories from around the world



PRE AND POST ASSESSMENT	
Example: Use Post-Assessment from the previous narrative writing unit as a pre-assessment	
Give the post assessment at the end of the unit. Students should have familiar paper to write on and a supply of additional pages. Give the following instructions: <i>"I'm really eager to understand what you can do as writers of _____ narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only 45 minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i> • <i>Make a beginning for your story</i> • <i>Show what happened, in order</i> • <i>Use details to help readers picture your story</i> • <i>Write an ending for your story."</i> Use the Narrative Writing Rubric to assess student growth.	
Formative and Summative (*) Assessments:	
• Pre-assessment/Post-assessment * (online resources) • Published Writing	
Other Evidence	
• Conferencing notes/records of conferences, small groups • Teacher observations • Prewrites • Collection of folders • Partner conversations	

Grammar and Conventions

Based on assessment, teach the following in mini-lessons, conferring, or small group instruction:

Capitalization

- Writers put capital letters at the beginning of each sentence.
- Writers capitalize the first letter of proper names.
- Writers capitalize the first letter of each word in a title.

Punctuation

- Writers use a question mark at the end of an asking (interrogative) sentence.
- Writers use a period at the end of a telling (declarative) sentence.
- Writers use an exclamation point at the end of an exciting (imperative) sentence.
- Writers use an apostrophe to form contractions.
- Writers use commas when listing three or more things in a sentence.

Usage

- Writers take simple sentences and expand them.
- Writers combine sentences together to make compound sentences.
- Writers use adjectives to describe nouns in a sentence.
- Writers use adverbs to describe verbs in a sentence.
- Writers use pronouns to replace nouns in order to vary sentence structure.

Spelling

- Writers spell high-frequency words correctly.
- Writers consult reference materials to check spelling (word walls and beginning dictionaries).

Teacher Notes

Mentor Texts

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

Suggestions:

You can also use parts of an early-reader chapter book from a series like:

- *Mercy Watson* by Kate DiCamillo
- *Pinky and Rex* by James Howe
- *Junie B. Jones* by Barbara Park
- *Horrible Harry* by Suzy Kline
- *Just Us Women*, J. Caines
- *Night Shift Daddy*, E. Spinelli
- *Snowy Day*, E.J. Keats

Materials

- Display previous anchor charts from narrative writing units
- Your own writing to serve as a demonstration text
- Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals
- Writing notebooks
- Drafting booklets

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Generating and Writing Several Small Moment Stories

GOALS: Students will learn how to generate edge of the seat story ideas and choose a topic. They will story tell to a partner and then write several focused stories, drawing on everything they have learned about good narrative writing and on new strategies. Students will focus on Small Moment scenes, using detail to build tension and on stretching out the most gripping parts. This bend should take about 1 week.

Suggested Mini-Lessons

- Introduce the genre, teaching students a couple of strategies for generating story ideas. (pp. 4-5)
- Ask students to recall what they know about writing narratives. Bring back charts from your prior narrative unit or teach session 1 from Grade 1 "From Scenes to Series". The class will use and build on these strategies. (p. 5)
- As students plan stories, steer them to write with focus, limiting their characters and scope, and to plan through storytelling and sketching. (p. 7)
- Writers write many focused high stakes stories, rather than long ones. Most children should write two or three stories a week. See Grade 1, UOS, From Scenes to Series, if volume is challenging for some students. (p. 8)
- Encourage reluctant writers to write more, adding in details and craft-and to maintain focus and structure with the help of a partner. (p. 9)

Bend II: Revise with Intention: Pull Readers to the Edges of Their Seats

GOALS: Students will return to the stories they have written, revising these for greater meaning and tension. They will add pages and flaps as they learn to stretch out the ‘heart’ of the story, how to complicate the problem, then another for how to solve the problem, before finding a way to resolve things. They will also learn how to revise with intention.

This bend should take about 1-2 weeks. ***Note – Some of these lessons will take more than one day.**

Suggested Mini-Lessons

- Writers make sure that the most important part in our story is filled with details that help our reader know exactly what is happening and why. (p. 10)
- Writers use other books to get ideas. As you read a book over, stop if you find a place you love and try that same move in your writing. (p. 10)
- Writers not only sketch to plan what happens, they also plan how the character will feel on each page of the story. (p. 11)
- Writers build tension in fiction stories by leaving clues and creating obstacles. When you are reading, you often think, “I bet such-and-such will happen next!” You want the readers of your stories to think like that, too, but they need your help. They need you to drop a hint here or there so they can begin to guess what might happen next. (pp. 11-12)

Bend III: Repeat the Process and Accumulate Lessons Along the Way

GOALS: Students will repeat the process, this time focusing their attention on making their stories even better. Students will learn to self-assess and set goals for themselves using the narrative checklist. They will make sure parts of their stories fit together, and write more compelling endings, perhaps using a lesson for readers. Mini lessons will take more than one day. This bend should take about 1 -2 weeks.

Suggested Mini-Lessons

- Reflect on past work and set goals for future work, by using the checklist for narrative writing. Writers should set a plan to improve their writing. (p. 12)
- When writers revise, they might read through a whole piece just looking at one specific thing at a time. (p. 13)
- Writers add something about lessons the character learned as a way to end a story. (p. 14)
- Writers edit their writing to make it easy for the audience to read. (p. 14)
- Celebrate student writing by publishing, practicing reading their stories fluently, and perhaps sharing them with another class. (p. 15)

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ Social Studies and Science Units
- Read just-right books in the content areas
- Use mentor texts to deliver social studies content
- Apply reading skills and strategies to the reading we do in the content areas

Professional Resources:

- *If... Then... Curriculum* by Lucy Calkins, Grade 2 Units of Study in Opinion, Information and Narrative Writing
- Online resources: <https://www.heinemann.com>
- TCRWP – Teachers College Reading & Writing Project: www.readingandwritingproject.org
- Adapted from Summit School District curriculum www.summit.k12.nj.us

Unit Description: Poetry: Big Thoughts in Small Packages – Book 4

In this unit, students will find the importance in the ordinary details of their lives, use strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways. Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feelings. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Centers could include a “Five Senses Center” where students practice using descriptive language; a “Metaphor Center” where students compare objects by using phrases including “like a ...” or “reminds me of...” or “as a...”; a “Singing Voices Center” where children sing songs and write new ones. You could include centers where students make shape poems; cut up poems to play with line breaks, or read poems with feeling, drama, and rhythm.

This unit will help children students write informational poems, opinion poems, and narrative poems.

Writing		
Big Ideas: - Develop precise and descriptive language through the writing of poems. - Express their feelings in poetry through various ways.	Duration of Unit: 6 weeks	
	Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
- How do writers write with precision and description? - How do you express your feelings?	Students will understand that... - Poets use all they know about writing to write poems. - Poets use precise words, phrases, and line breaks to create images in poems. - Poets write on topics in fresh and unique ways.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- 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.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

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

Progress Indicators for Language

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

- Use collective nouns (e.g., *group*).
- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- Use reflexive pronouns (e.g., *myself, ourselves*).
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.

- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters,
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - 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.
- Compare formal and informal uses of English.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.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 (e.g., *When other kids are happy that makes me happy*).

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.



TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Technology Standards

CRP2 . Apply appropriate academic and technical skills.

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

PRE AND POST ASSESSMENT	
Give an on demand writing prompt to see what students know about poetry. Give the post assessment at the end of the unit. “Writers, today I’m going to give you some time to write a poem about something that matters to you. Remember to use everything you know about good poetry writing.” As you observe most students “finishing” their poems, you might ask them to take their revision pens and revise. This will show you what they know about revising poetry as well. You might give them the whole 30 minutes of workshop time. There is no poetry rubric to score poetry on for this unit. Some questions that might drive your observation work might be: What do students think poetry is? What are students using from units we studied so far this year? Are students selecting meaningful topics? Do students write with details? How are students using line breaks, white space and punctuation? Also keep in mind the qualities of good writing that you use in every genre: structure, elaboration, conventions/craft, and meaning.	
Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Published Writing Other Evidence • Conferring notes/records of conferences, small groups • Teacher observations • Prewrites • Collection of drafts • Partner conversation • Poetry notebooks	



South Orange Maplewood School District
English Language Arts Department
Writing Curriculum
Grade 2

Grammar and Conventions	
Conventions	• Write word wall words correctly • Fix words that look wrong • Use spelling patterns that have been studied. • Use figurative language • Use comparisons to make meaning • Use prefixes and suffixes appropriately to create new words • Use capitalization appropriately • Use commas appropriately

Teacher Notes	
<u>Mentor Texts</u> • <i>Inside My Heart</i> by Zoe Ryder White • <i>Old Elm Speaks</i> by Kristine O'Connell • <i>Time of Wonder</i> by Robert McClosky • <i>Lost and Finds</i> by Rebecca Kai Dotlich • <i>Falling Down the Page: A Book of List Poems</i> edited by Georgia Heard • <i>Awaking the Heart</i> by Georgia Heard • <i>Inside My Heart</i> by Zoe R. White <u>Suggestions:</u> • Poetry books by Jack Prelutsky, Shel Silverstein, Georgia Heard and others • <i>The Random House Book of Poetry</i> for Children by Jack Prelutsky • <i>Creatures of the Earth, Sea and Sky</i> by Georgia Heard <u>Materials</u> • Display previous anchor charts from other writing units, as needed • Your own writing to serve as a demonstration text • Some parts of Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals • Writing notebooks/ Poetry Notebooks • Anchor Charts for this unit	

GOALS AND MINI-LESSONS

Bend I: Seeing with Poets' Eyes

GOALS: Students will read many poems to begin to internalize the varied rhythms of this genre. Then they will use objects from nature to focus on how poets see and hear the world differently with “poets’ eyes”. Students will begin by writing poems about objects and move to writing about their own topics that matter to them. They will also understand that spelling matters in poetry and edit for spelling.

Mini-Lessons

- Seeing with Poets’ Eyes (p. 2) – Poets look at things with their hearts and minds. Sometimes they look at things from different angles or think about what things resemble. They write about the world in fresh, unusual ways.
- Listening for Line Breaks (p. 14) – Poets are intentional about their line breaks. They try a few ways of breaking up their lines until their words look and sound right to them.
- Putting Powerful Thoughts in Tiny Packages (p. 22) – Poets choose topics that are meaningful and anchor those topics in a small moment, image or object.
- Poets Find Poems in the Strong Feelings and Concrete Details of Life (p. 31) – Poets are always looking out for poems, thinking about their lives and looking through their notebooks to start a new poem based on ideas that contain strong feelings and concrete details.
- Editing Poetry (p. 39) – Poets edit their writing using spelling so other people can read it. Poets circle words that look “wrong” and try to spell it in a few ways, looking to see if one looks right.

Bend II: Delving Deeper: Experimenting with Language and Sound to Create Meaning

GOALS: Students will learn how poets choose precise words, use repetition and convey feelings and do this in their poems. They will annotate poems they collect to indicate places where poets did something interesting and experiment with those techniques. Students will use metaphors over several lines in their poems. They should apply new techniques to new poems and revising old favorites.

Mini-Lessons

- Searching for Honest, Precise Words (p. 50) - Poets think carefully about their word choice, searching for exact, honest words that match what they are trying to say. They reread their poetry to check if their words create the image they want and if not, poets revise.
- Patterning Through Repetition (p. 60) - Poets repeat words, lines, sounds and images to give their poems rhythm, sound, music and to make the meaning more clear.
- Poems Are Moody (p. 68) - Poets think about the mood they want their poems to convey. They write, thinking about the mood and reread to make sure the mood matches the meaning of the poem
- Using Comparisons to Clarify Feelings and Ideas (p. 76) - One way poets make meaning in a poem is to compare one thing to another.
- Stretching Out a Comparison (p. 85) - One way poets make a comparison powerful is to stretch it all the way through the poem and include actions that go with the comparison.

Bend III: Trying Structures on for Size

GOALS: Students will study and focus on structure and choose a structure that best fits their poems. They will read poems like writers, and name the different structures they notice poems have, such as lists and stories and questions and answers. The students will also play with point to view and finally revise, edit and celebrate their poems.

Mini-Lessons

- Studying Structure (p. 96) - Poets experiment with different structures. They study what other poets have done and then try those structures on their poems for size.
- Studying a Mentor Text with Poets' Eyes (p. 104) - Poets think, "What kinds of structure will work for what I have to say?" They study structures other poets use and think about how they are structured. Then, they try out those new structures in their own poems.
- Matching Structures to Feelings (p. 113) - Poets ask themselves, "What do I hope my reader feels when reading this poem?" Then they try to make sure they choose a structure for their poem that gets readers to feel what they want them to feel and to think what they want them to think.
- Playing with Point of View (p. 121)- Sometimes poets write from write from a point of view other than their own.
- Revising Poems: Replacing Feeling Words with Word Pictures (p. 130) - Poets can revise by replacing vague feeling words with images that show not tell.
- Editing Poems: Reading Aloud to Find Trouble Spots (p. 138) - Poets often read their poems aloud, listening for parts of words that do not sound right. Then they write new lines, reading aloud, listening and asking themselves "Does this sound right?"
- Presenting Poems to the World: An Author's Celebration (p. 144)- The children will celebrate their poetry writing by performing their poetry out loud and posting copies of them in their community.

Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units • Use or write poems to deliver science and social studies content • Use of an art drawing/painting to illustrate a poem • Use of sound/music to create a poem Technology Integration • Use formatting tools in a word processing program to create poems. Look at changing font, size, page alignment, etc. • Have students use a digital camera to take pictures of objects around the school. Print and use these pictures as the subjects for their poems. • Use "Skype" to share their poetry with an appropriate audience (another class, a grandparent, etc.) • Make a KidPix slideshow using each poem as a page in the slideshow. Media Literacy Integration • Use media production to practice skills (e.g. grammar, poetry, math used in timing and proportions of media messages, scientific principals involved in calculating size, distance, and lighting) Global Perspectives • Study poems from around the world.	Instructional Strategies
Professional Resources: • Poetry: Big Thoughts in Small Packages by Lucy Calkins, Stephanie Parsons, and Amy Ludwig VanDerwater , Units of Study in Opinion, Information, and Narrative Writing • Online resources: https://www.heinemann.com (Includes writing paper and mentor poems) • TCRWP – Teachers College Reading & Writing Project: http://tc:readingandwritingproject.com • Adapted from Summit School District curriculum www.summit.k12.nj.us	

Unit Description: Lab Reports and Science Books (Book 2)

This unit is designed to have students build on their enthusiasm about the world around them. Students will not only think like scientists, but also write like scientists. They will be taught the language scientists use, to engage in close observations, problem solving, experimentation, and the same kind of research that scientists in the real world would engage in to teach others about their newly acquired expertise. Students will be dividing their time between engaging in experiments and writing for the purposes that scientist write. Students will write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Writing		
Big Ideas: - Students will participate in a common class study. - Students will learn to observe closely, ask big questions, and follow procedures to find out about those questions. - Students will grow knowledge by writing like scientists.		
Time Line: April - May		Duration of Unit – 5 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How can we write like scientists? - How do I become an expert and write about my area of study? - What kinds of writing can be included in my presentation on one topic? - How can comparing and contrasting informational texts on the same topic deepen a reader's understanding? Why might authors present information on the same topic in different ways? - How can we draw on all we know to rehearse and plan information books?	- Students will understand that writers gather and present information about their topic through a variety of ways. - Students will understand that writers need strategies to revise for elaboration and clarity. - Students will understand that working in partnerships to get ideas for information is helpful. - Students use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.	

NEW JERSEY STUDENT LEARNING STANDARDS	
Progress Indicators for Writing • NJLSA.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. • NJSLAW.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. • NJSLAW.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).	
Progress Indicators for Speaking and Listening • NJSLA.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Progress Indicators for English Language Arts • NJLSA.L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • NJLSA.L2. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.	
TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: • Multicultural and Cultural Competency Perspectives • Creativity and Innovation – Edheads: a website with links to science, technology, engineering and math games http://edheads.org • Critical Thinking and Problem Solving – Maker Camp: kids make stuff and share it with other people. Opportunity to learn from and with other makers http://makercamp.com • Communication and Collaboration • Information Literacy • Media Literacy	

PRE AND POST ASSESSMENT

For the initial assessment of this unit, say to your students: "Think of a topic that you've studied or that you know a lot about. Today, you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you'll have only forty-five minutes to complete this. You will have only this one period, so you'll need to plan, draft, revise and edit in one setting. Write in a way that shows all you know about information writing."

"In your writing, make sure you:

- *Introduce the topic you will teach about.*
- *Include lots of information.*
- *Organize your writing.*
- *Use transition words.*
- *Write an ending."*

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)

- Published Writing

Other Evidence

- Teacher-student conferences including individual and small group
- Daily observation of student's participation during the active engagement part of each mini-lesson
- Collection of writing folders
- Museum or exhibit of topic presentation
- Final revisions/editing
- Lab Reports
- Lab Experiments

Grammar and Conventions

Based on assessment, teach the following in mini-lessons, conferring, or small group instruction:

Capitalization

- Writers put capital letters at the beginning of each sentence.
- Writers capitalize the first letter of proper names.
- Writers capitalize the first letter of each word in a title.

Punctuation

- Writers use a question mark at the end of an asking (interrogative) sentence.
- Writers use a period at the end of a telling (declarative) sentence.
- Writers use an exclamation point at the end of an exciting (imperative) sentence.
- Writers use an apostrophe to form contractions.
- Writers use commas when listing three or more things in a sentence.

Usage

- Writers take simple sentences and expand them.
- Writers combine sentences together to make compound sentences.
- Writers use adjectives to describe nouns in a sentence.
- Writers use adverbs to describe verbs in a sentence.
- Writers use pronouns to replace nouns in order to vary sentence structure.

Spelling

- Writers spell high-frequency words correctly.
- Writers consult reference material to check spelling (word walls and beginning dictionaries).

Teacher Notes	
<u>Mentor Texts</u> - Forces and Motion (Hands-On Science), by J. Graham & J. Le Jars <u>Additional Texts:</u> - Motion Push and Pull, Fast and Slow, by D. Stille - Roll, Slope and Slide: A Book About Ramps, by M. Dahl - Inclined Planes, by V. Bodden - Forces Make Things Move, by K. Bradley - Move It! Motion, Forces and You, by A. Mason <u>Technology Links:</u> - My Story – kid-friendly app to make e-books. http://mystoryapp.org/ - Padlet – website that allows students to share ideas www.padlet.com <u>Materials:</u> - Teacher's demonstration writing pieces - Display previous anchor charts from narrative writing units - Informational Writing Checklists - Writing folders	Teachers should plan hands on inquiry based interactive experiments that excite the children. Use Pinterest as a resource.

GOALS AND MINI-LESSONS

Bend I: Writing as Scientists Do

GOALS:

In this bend, students will read a number of books on a single topic to produce a report; record science observations. Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement. Students will recall information from experiences or gather information from provided sources to answer a question. Students will focus on a topic and strengthen their writing by revising and editing.

Mini-Lessons

- Learning to Write about Science – (p. 2) Writers understand that scientists study the world around them, pose questions and hypotheses, conduct experiments, and write about their results in lab reports.
- Studying a Mentor Text (procedural writing) – (p. 12) Writers study a mentor text to understand procedural writing.
- New Wonderings, New Experiments – (p. 20) Writers understand that scientists like writers go through a process. Scientists like writers come up with ideas for what to write about. Scientists decide on a question they want to find out about and then plan and test their question with an experiment, recording all the steps as they go.
- Authors Share Scientific Ideas/Conclusions – (p. 29) Writers focus on their conclusions. They do this by asking themselves ‘Why?’, which will lead to further investigation and research.
- Scientists Learn from Other Sources as Well as from Experiments – (p. 36) Writers improve their writing by investigating more about science.
- Student Self-Assessment and Plans – (p. 44) Writers set goals and make plans for themselves to improve their writing of informational texts.

***Notes: As suggested in the Unit of Study book, you will need to gather a variety of physical objects related to the study of forces and motion (toy cars, ramps, meter or yard sticks, plastic spoons, cotton balls, masking tape and rubber bands).**

Bend II: Writing to Teach Others About Our Discoveries

GOALS:

In Bend II, students will read a number of books on a single topic to produce a report; record science observations.

Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, provide a concluding statement. Students will focus on a topic and strengthen writing by revising and editing. Students will recall information from experiences or gather information from provided sources to answer a question.

Mini-Lessons

- Remember All You Know about Science and about Scientific Writing for New Experiments – (p. 52) Writers understand that scientists bring all they know about writing and about science to new experiments, drawing on all their knowledge to write well and conduct precise and replicable experiments.
- Letter to Teacher; Studying a Mentor Text: The “Results” Page – (p. 62) Writers know how to organize their conclusion page.
- Comparing Results and Reading More Expert Materials to Consider New Questions (p. 66) – Writers understand that scientists compare the results of their experiments against other scientists’ results, using these comparisons to grow and extend their thinking.
- Designing and Writing a New Experiment – (p. 73) Writers know that scientists revisit their initial experiments and ask, “What do I still wonder? Then, they use their initial results and write to generate new experiments.
- Editing: Domain-Specific Language – (p. 79) Writers know that scientists use domain-specific language when speaking and writing about their topics. They do this so that they are precise as they are experts in their field.

Bend III: Writing About Forces and Motion in Information Books

GOALS:

Students will build upon their work from *Bend I and Bend II* of this unit (generating story ideas, planning/rehearsing their stories, sketching and writing with emphasis on editing and revising). Students will read a number of books on a single topic to produce a report; record science observations. Students will focus on a topic and strengthen their writing by revising and editing. Students will present their information to an audience.

Mini-Lessons

- Drawing on All We Know to Rehearse and Plan Information Books – (p. 88) Writers understand that they need to choose topics they know a lot about and are experts on in order to write informational books.
- Tapping Informational Know-How for Drafting – (p. 94) Writers draft the chapters of their books by looking back at their tables of contents and their plans and deciding what they will write first, then, next.
- Studying Mentor Texts (Integrating Scientific Information) – (p. 102) Writers look at mentor texts to find ideas for their own writing.
- Using Comparisons to Teach Readers – (p. 108) Writers use comparisons in their information books. They compare something that is new for their readers to something their readers already know.
- Showing Hidden Worlds with Science Writing – (p. 115) Writers use special strategies to share hard-to-understand concepts with their readers.
- Letter to Teachers: Introductions and Conclusions: Addressing an Audience – (p. 121) Writers of informational books, craft introductions that engage their readers' attention and write conclusions that highlight key information about their topics.
- Editing: Aligning Expectations to the Common Core – (p. 125) Writers edit their books by rereading and making their writing easier to read, inserting, capitals, commas and apostrophes where appropriate.
- Letter to Teachers: Celebration: Writing and Science Exhibition – (p.133) Writers share their information books and lab reports with others.

Interdisciplinary Connections • Apply writing skills and strategies across all the content areas • Hands-on activities using the scientific method.	Instructional Strategies Professional Resources: • The Complete Year in Reading and Writing, by P. Vitale-Reilly & P. Allyn • Lab Reports and Science Books, by L. Calkins, L. Kolbeck & M. Knight • TCRWP – Teachers College Reading & Writing Project: http://tc:readingandwritingproject.com • Ted Talk – Beau Lotto and Amy O’Toole: Science is for everyone, kids included www.ted.com • Adapted from Summit School District curriculum www.summit.k12.nj.us • Online resources: www.heineman.com
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Unit Description: Writing About Reading – Book 3

During this unit of study, Writing about Reading, you will help your students learn to write about books they love in ways that persuade others to love them as much as they do. They will begin by writing letters, a familiar format, to writing in an essay format in Bend III. You will also help your second-graders form opinions about the books they read, thinking deeply about characters within and across series.

The goals of the unit are important ones. You'll help your students learn to state clear opinions and to support these ideas with evidence—work that is at the forefront of the list of expectations for writers, as they move on to third grade and beyond. Much of the work your second-graders do in this genre will be similar to the work they did in first grade, now with increased sophistication. These shifts—introducing the book they are writing, supplying more than one supportive reason, linking parts together, and providing a longer, more formalized ending—are the areas to which you will devote key attention.

Writing		
Big Ideas: - Writers develop opinions about their reading—learn to state opinions clearly, retell their stories so that their opinions make sense to readers. - Raise the level of student letter writing, using close reading to spark new ideas and push themselves to deepen their thinking.		
Time Line: May-June	Duration of Unit – 6 weeks	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>	
- How can I write lots of letters to other readers that tell my opinion about characters, and how can I get better at writing in ways that make people agree with my opinion? - How can I write opinion pieces to convince others? - How can I provide evidence to support an opinion?	Students will understand that... - Readers have opinions about characters and people can agree or disagree with my opinion. - There are ways to convince my audience; one important way is by using text evidence to support my opinion. - Writers write letters or make speeches to express their opinions to convince others to read and care about their books, too. - Writers plan and organize information into a structure that fits their purpose.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- 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.
- 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.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - B. Provide reasons that support the opinion.
 - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - D. Provide a conclusion.

Progress Indicators for Speaking and Listening

- 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.

Progress Indicators for Language

- 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*).
 - G. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - H. Capitalize holidays, product names, and geographic names.
 - I. Use commas in greetings and closings of letters.
 - J. Use an apostrophe to form contractions and frequently occurring possessives.
 - K. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - L. 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. Compare formal and informal uses of English.
- L.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 (e.g., *When other kids are happy that makes me happy*).
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize appropriate words in titles.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

	The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Multicultural and Cultural Competency Perspectives - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Civic Literacy - Health Literacy
	PRE AND POST ASSESSMENT
Use previous post assessments for the pre-assessment Give the post assessment at the end of the unit. Students should have familiar paper to write on and a supply of additional pages. Give the following instructions: <i>"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise and edit in one sitting."</i> <i>"In your writing, make sure you:</i> <i>• Name your opinion</i> <i>• Give reasons and evidence to explain why you have that opinion</i> <i>• Write an ending."</i> Use the Opinion Writing Rubric to assess student growth.	

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
 - Published Writing
- Other Evidence
- Conferencing notes/records of conferences, small groups
 - Teacher observations
 - Prewrites
 - Rough drafts
 - Partner conversations/peer editing

Grammar and Conventions

Capitalization

- Writers always capitalize the author's name.
- Writers always capitalize the word "I".
- Writers always capitalize the first letter in each word in a book title.

Punctuation

- Writers use a period at the end of a telling sentence.
- Writers use a question mark at the end of an asking (interrogative) sentence.
- Writers use an exclamation point at the end of an exciting (imperative) sentence.
- Writers use commas to separate words in a series.

Spelling

- Writers use the word wall to write sight words.
- Writers apply previously taught strategies from Words Their Way to help them spell words.

Usage

- Writer use adjectives to describe their books.
- Writers use conjunctions (transition words) to expand their ideas (because, and, etc.).
- Writers write a variety of sentences.

Teacher Notes

Mentor Texts

- Click, Clack, Moo by Doreen Cronin
- Dear Mrs. LaRue: Letters from Obedience School by Mark Teague
- Earrings by Judith Viorst
- I Wanna Iguana by Karen Orloff
- I Wanna New Room by Karen Orloff
- Don't Let the Pigeon Stay Up Late by Mo Willems
- Mercy Watson to the Rescue by Kate DiCamillo
- Pinky and Rex and the Bully by James Howe.

Suggestions:

- This is Not My Hat by Jon Klassen

Materials

- Display previous anchor charts from narrative writing units
- Your own writing to serve as a demonstration text
- Opinion Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals
- Writing notebooks
- Drafting booklets using letter paper or nomination paper

GOALS AND MINI-LESSONS

Bend I: Letter Writing: A Glorious Tradition

GOALS: This Bend will help students not only to develop opinions about their reading, but also to get energy for writing. They will learn to state their opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world.

Mini-Lessons

Session 1

- Writing Letters to Share Ideas about Characters (p.2) - Writers are often inspired by their reading and often write letters to each other about their favorite characters. On thing writers can do in these letters is explain their opinion about these characters.

Session 2

- Getting Energy for Writing by Talking (p. 10) - Writers can rehearse their writing with a partner by talking through big ideas about their books.

Session 3

- Writers Generate More Letters: Developing New Opinions by Looking at Pictures (p. 19) - Writers look closely at the pictures in their books to see more and develop new opinions.

Session 4

- Writers Make Their Letters about Books Even Better by Retelling Important Parts (p. 27)- Writers who write about books often need to retell part of the story to help readers understand their opinion.

Session 5

- Keeping Audience in Mind (p. 36) - Writers can make their letters stronger by picturing their audience and writing with that person in mind as if they are talking to them.

Session 6

- Using a Checklist to Set Goals for Ourselves as Writers (p. 44) - When writers are ready to share their writing, they read it over, looking for ways to make it even better. Then they use the checklist to make their writing the best it can be.

Bend II: Raising the Level of Our Letter Writing

GOALS: In this Bend, students will focus on raising the level of their letter writing. They will engage in close reading to push themselves to deepen their thinking, using Post-it notes to elaborate on their opinion pieces. Then they will participate in a punctuation inquiry and try to incorporate the conventions they are noticing in published books into their own writing.

Mini-Lessons

Session 7

- Writing About More than One Part of a Book (p. 48) - Writers make their letter writing stronger by writing opinions about more than one part of the book and planning for different parts of their letter. They need to think about all the different parts of a book that they can write about (characters, favorite parts, pictures, covers, titles).

Session 8

- Reading Closely to Generate More Writing (p. 57) - When writing about reading, writers pay close attention to details they are writing about by reading closely and carefully. Then, they use these details to grow new ideas and write longer, more detailed letters.

Session 9

- Gathering More Evidence to Support each of Our Opinions (p. 64) - After developing opinions about a book, writers look for many pieces of evidence to support each of their opinions.

Session 10

- Why is the Author Using a Capital Here? (p. 75) - Writers will study a mentor text to inquire about how and why an author uses capital letters. This will give them new ideas as writers.

Session 11

- Publishing Our Opinions for All to Read (p. 84) - Writers can add fun little extras to fancy up their writing and entertain the reader. They will study published books and find extras that they can try in their own letters.

Bend III:

GOALS: In this final Bend, students will move away from persuasive letters and write in a way that approximates an essay format as they write to persuade others that their books deserve awards. They will lift the level of writing as they incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, as well as add introductions and conclusions, all in pursuit of teaching and persuading others. The final celebration will be a class book fair, where visitors can be invited to listen to students' book award announcements.

Mini-Lessons

Session 12

- And the Nominees Are... (p. 94)-Writers of nominations choose topics they have strong opinions about. Then they make their cases and support their opinion with reasons and details (evidence).

Session 13

- Prove It! Adding Quotes to Support Opinions (p. 102)- Writers sometimes use specific evidence, exact words from the book to support their thinking. Sometimes the portion of the text that proves their opinion can be added directly to the writing using quotation marks.

Session 14

- Good. Better. Best. (p. 110) - Writers often make comparisons to support their opinions. When writing about books, they can compare characters, series, or kinds of books to explain why one is better or best.

Session 15

- Giving Readers Signposts and Rest Stops (p. 119)- Writers will be detectives- punctuation detectives- looking for mid-sentence punctuation. Then they will figure out what kind of job the rest of the punctuation is doing?

Session 16

- Writing Introductions and Conclusions to Captivate (p. 128) - Writers will study and read the work of other writers to apply what they learned in their own writing, specifically writing introductions and conclusions.

Session 17

- Using a Checklist to Set Writerly Goals (p. 138)-Writers use tools to help them evaluate their writing, figure out what they are doing well, and then make a plan for what they want to do better. They use the opinion-writing checklist to reflect on their nominations.



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Session 18

- Keeping the Elaboration Going (p. 148) - Writers work hard toward their goals and when they meet those goals, they look at their writing and set new goals. They should use everything they have learned to meet their goals, checklists, charts, and partnerships.

Session 19

- Awarding Our Favorites (p. 151) - Set up a book fair and invite guests so the students can share their nominations.

Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units • Read just-right books in the content areas • Use mentor texts to deliver Social Studies content • Apply writing skills to the writing we do in the content areas	Instructional Strategies Professional Resources: • <u>Writing About Reading</u> by Shanna Schwartz, Alexandra Marron, and Elizabeth Dunford, <u>Units of Study in Opinion, Information, and Narrative Writing, Grade 2</u> • <u>Reading Pathways, Grades K-2, Performance Assessments and Learning Progressions</u> by Lucy Calkins • Online resources: <u>https://www.heinemann.com</u> (Use the code in the front of the UOS books) • TCRWP – Teachers College Reading & Writing Project: <u>http://tc:readingandwritingproject.com</u>
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