

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 2 BALANCED LITERACY: WRITING 2019

(Last revision date: 2018)

Curriculum Writing Teams 2018/2019

Terry Buckingham English Language Arts Program Leader, K-5

Kristen Beccaria Literacy Consultant

Pamela Brushie Grade 2 Teacher

Kathy Camara Grade 2 Teacher

Selina Conklin Grade 2 Teacher

Tara Fernandes Grade 2 Teacher

Laura Hatstat Grade 2 Teacher

Nina Merkin Grade 2 Teacher

Maggie Pereira Grade 2 Teacher

Suzan Recine Grade 2 Teacher

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Grade 2 Balanced Literacy: Writing Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understandings	3
Course Essential Questions	3
Course Knowledge & Skills	3
Writing Year at a Glance	4
Unit 1: Narratives: Lessons from the Masters	5
Unit 2: Opinion Writing: Writing about Reading	12
Unit 3: Informational Writing: The How-To Guide for Nonfiction Writing	20
Unit 4: Poetry: Big Things in Small Packages	26
Unit 5: Narrative Writing: From Scenes to Series	31
Current Reference	35
Assured Student Performance Rubrics	35

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as writers and engage in writing on a daily basis in the Grade Two Writing Workshop. Teachers will use their own writing as examples for students during the mini-lesson delivered at the beginning of workshop. For the majority of the workshop time, students will be writing independently and building their stamina for writing throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have writing partners with whom they may also confer. Writers will have a choice of topics and will employ rich mentor texts as references to find examples of how other writers have told a story or written information or opinion-based text. Students will write with a purpose and audience in mind, and each student's Writer's Notebook(s) and Folders will hold evidence of the child's writing across each genre throughout the school year. Writers explore a variety of skills transferable across all genres, including narrative, opinion, and informational writing.

Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

Each day, approximately 45 minutes should be spent on Writing Workshop. (Additionally, approximately 45 minutes daily is to be spent on Reading Workshop, approximately 15 minutes on Interactive Read-Aloud, and approximately 15 minutes on Shared Reading. An additional approximate 25 minutes should be spent daily on Word Study (based on the *Foundations* program).)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who is a writer?
- What are writing tools?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a better narrative story writer?
- How do I become a more persuasive writer?
- How do I become a better informational writer?
- How do I write for an audience?
- How do I revise my writing to elaborate?
- How do I hook my reader?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process.
- key writing vocabulary: generating ideas, drafting, revising, editing, stamina, publishing, mentor text, share, and partnership.

Students will be able to . . .

- write about a time they did something or something happened to them.
- include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- write informational texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply at least two reasons that support the opinion, use linking words

(e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.
- confer with peers to improve writing pieces.
- recall information from experiences to write an informational piece.

WRITING YEAR AT A GLANCE

early September	Setting up / Launching Writing Workshop
mid September – October	<u>Unit 1</u> : Narrative: Lessons from the Masters
November – December	<u>Unit 2</u> : Opinion Writing: Writing about Reading
January – mid March	<u>Unit 3</u> : Informational Writing: The How-To Guide for Nonfiction Writing
late March – April	<u>Unit 4</u> : Poetry: Big Thoughts in Small Packages
May – June	<u>Unit 5</u> : Narrative Writing: From Scenes to Series

UNIT 1

Narrative: Lessons from the Masters

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|--|
| CCS.ELA-Literacy.W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure. |
| CCS.ELA- Literacy.W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| CCS.ELA-Literacy.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). |
| CCS.ELA- Literacy.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| CCS.ELA-Literacy.W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CCS.ELA-Literacy.W.3.3.a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CCS.ELA-Literacy.W.3.3.b | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CCS.ELA-Literacy.W.3.10 | 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 discipline-specific tasks, purposes, and audiences. |
| CCS.ELA-Literacy.RL.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |

CCS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
CCS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules 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).

CCS.ELA-Literacy.SL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCS.ELA-Literacy.SL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA-Literacy.SL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem,
CCS.ELA-Literacy.SL.2.6	Acknowledge differences in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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>).
CCS.ELA-Literacy.L.3.3a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.5.a	Demonstrate understanding of word relationships and nuances in word meanings.

Unit Essential Questions

- How do I come up with writing ideas?
- How do I stretch out Small Moments?
- How do I write with detail?
- How do I set goals for my writing?
- How do I revise with intent?
- How do I use mentor texts to apply craft moves?
- How do I edit and prepare for publication?

- How do I work with others to improve my writing?

Scope and Sequence

Narrative: Lessons from the Masters	
Prior to Unit	<ul style="list-style-type: none"> • Set up your room for Writing Workshop. • Have a meeting area for mini-lessons and a writing center where students will get supplies as needed. • Use the opening days of school to help students become accustomed to the writing routines that they will use throughout the year. This should include introduction to the writing notebooks/folders they will use in your classroom.
Bend I: Studying the Masters for Inspiration and Ideas	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: “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 make sure you:</p> <ul style="list-style-type: none"> • 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.”
Lesson 1	<u>Session 1</u> : Discussing Small Moments That Matter: Generating Ideas for Writing (p. 2)
Lesson 2	<u>Session 2</u> : Capturing Story Ideas: Tiny Topics Notebook (p. 12)
Lesson 3	<u>Session 3</u> : Stretching Out Small Moments (p. 20)
Lesson 4	<u>Session 4</u> : Writing with Detail: Magnifying a Small Moment (p. 28)
Lesson 5	<u>Session 5</u> : Letter to Teachers: Revising with the Masters, Crafting Powerful Endings (p. 38)
Lesson 6	<u>Session 6</u> : Rereading like Detectives: Making Sure Our Writing Makes

	Sense and Sounds Right (p. 43)
Lesson 7	<u>Session 7</u> : Working Hard: Setting Goals and Making Plans for Writing Time (p. 52)
Bend II: Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language in <i>Owl Moon</i>	
Lesson 8	<u>Session 8</u> : Revising with Intent (p. 64)
Lesson 9	<u>Session 9</u> : Close Reading: Learning Writing Moves from a Text (p. 75)
Lesson 10	<u>Session 10</u> : Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors (p. 92)
Lesson 11	<u>Session 11</u> : Letter to Teachers: Learning to Write in Powerful Ways: Trying Out a Second Craft Move (p. 103)
Lesson 12	<u>Session 12</u> : Emulating Authors in Ways that Matter: Revising in Meaningful Ways (p. 111)
Lesson 13	<u>Session 13</u> : Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language (p. 121)
Lesson 14	<u>Session 14</u> : Letter to Teachers: Rereading and Quick Editing: Preparing for a Mini-Celebration (p. 130)
Bend III: Study Your Own Authors	
Lesson 15	<u>Session 15</u> : Learning Craft Moves from Any Mentor Text (p. 134)
Lesson 16	<u>Session 16</u> : Being Bold: Trying New Craft Moves (p. 142)
Lesson 17	<u>Session 17</u> : Letter to Teachers: Writers Can Help Each Other: Partners Offer Feedback (p. 150)
Lesson 18	<u>Session 18</u> : Editing and Preparing for Publication (p. 153)
Lesson 19	<u>Session 19</u> : Letter to Teachers: A Celebration (p. 159)
After Lesson 19	Students complete On-Demand Post-Assessment (45 mins.): <u>Prompt</u> : “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.

	<p>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.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • 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.”
--	--

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 narrative writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the grade 2 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 2 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Narrative: Lessons from the Masters* (Grade 2, Unit 1)
- *Owl Moon* by Jane Yolen
- *The Leaving Morning* by Angela Johnson
- *Night of the Veggie Monster* by George McClements
- *Chrysanthemum* by Kevin Henkes.
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebook/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- mid September – October (including approximately 21 days for work with grammar/conventions using *Write Source*)

UNIT 2

Opinion Writing: Writing about Reading

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|---|
| CCS.ELA-Literacy.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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. |
| CCS.ELA- Literacy.W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| CCS.ELA-Literacy.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. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| CCS.ELA- Literacy.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| CCS.ELA-Literacy.W.3.1.a | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |
| CCS.ELA-Literacy.W.3.1.c | Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. |
| CCS.ELA-Literacy.W.3.1.d | Provide a concluding statement or section. |
| CCS.ELA- Literacy.RL.2.1 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |

CCS.ELA- Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCS.ELA- Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA- Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCS.ELA- Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCS.ELA- Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCS.ELA- Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range
CCS.ELA- Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
CCS.ELA- Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCS.ELA- Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
CCS.ELA- Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCS.ELA- Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

CCS.ELA- Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA- Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.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.
CCS.ELA- Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA- Literacy.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.
CCS.ELA- Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA- Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
CCS.ELA- Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA- Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.1.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>).
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.

CCS.ELA-Literacy.L.2.2.b	Use commas in greetings and closings of letters.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.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>).
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.2.a	Capitalize appropriate words in titles
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.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., <i>After dinner that night we went looking for them</i>).

Unit Essential Questions

- How do I plan for writing?
- How do I write letters to share ideas about characters?
- How do I make my letters about books even better by retelling important parts?
- How do I write about more than one part of a book?
- How do I use reasons and examples as evidence to support each of my opinions?
- How do I add quotes to support my opinions?
- How do I use mentor texts to improve writing?
- How do I use a checklist?
- How do I work with others to improve my writing?

Scope and Sequence

Opinion Writing: Writing about Reading	
Prior to Unit	<ul style="list-style-type: none"> • The focus of the unit is writing opinion pieces in which students: introduce a topic important to them or a book they are writing about; state their opinion; and supply reasons that support the opinion. • Prior to beginning the first bend of <i>Writing about Reading</i>, you will have 5 additional days for fact and opinion review and letter writing. Choose one mentor text to read aloud during this week. • For letter writing, you will use <i>Write Source: A Book for Writing, Thinking, and Learning</i> pp. 138-55 and <i>Write Source Skills Book</i> pp. 64-66. • You may want to use a template on chart paper.
Bend I: Letter Writing: A Glorious Tradition	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: “Think of something that you know and care about, something about which you have strong feelings. You have forty-five minutes to write your opinion and support it with reasons and examples to explain why you feel that way. When you do this, think about everything you know about writing. Please remember that you will have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing make sure you:</p> <ul style="list-style-type: none"> • Name your opinion; • Give reasons and evidence or examples to explain why you have that opinion; • Write an ending.”
After Pre-Assessment, Prior to Lesson 1	<p>Teach difference between fact and opinion (<i>BrainPOP Jr.</i>)</p> <p>Use <i>Write Source: A Book for Writing, Thinking, and Learning</i> pp. 138-55 and <i>Write Source Skills Book</i> pp. 64-66 to introduce letter writing.</p>
Lesson 1	<u>Session 1</u> : Writing Letters to Share Ideas about Characters (p. 2)
Lesson 2	<u>Session 2</u> : Getting Energy for Writing by Talking (p. 10)
Lesson 3	<u>Session 3</u> : Writers Generate More Letters: Developing New Opinions by Looking at Pictures (p. 19)

Lesson 4	<u>Session 4</u> : Writers Make Their Letters about Books Even Better by Retelling Important Parts (p. 27)
Lesson 5	<u>Session 5</u> : Keeping Audience in Mind (p. 36)
Lesson 6	<u>Session 6</u> : Using a Checklist to Set Goals for Ourselves as Writers (p. 44)
Bend II: Raising the Level of Our Letter Writing	
Lesson 7	<u>Session 7</u> : Writing about More than One Part of a Book (p. 48)
Lesson 8	<u>Session 8</u> : Reading Closely to Generate More Writing (p. 57)
Lesson 9	<u>Session 9</u> : Gathering More Evidence to Support Each of Our Opinions (p. 64)
Lesson 10	<u>Session 10</u> : Why Is the Author Using a Capital Here? (p. 75)
Lesson 11	<u>Session 11</u> : Publishing Our Opinions for All to Read (p. 84)
Bend III: Writing Nominations and Awarding Favorite Books	
Lesson 12	<u>Session 12</u> : And the Nominees Are . . . (p. 94)
Lesson 13	<u>Session 13</u> : Prove It! Adding Quotes to Support Opinions (p. 102)
Lesson 14	<u>Session 14</u> : Good. Better. Best. (p. 101)
Lesson 15	<u>Session 15</u> : Giving Readers Signposts and Rest Stops (p. 119)
Lesson 16	<u>Session 16</u> : Writing Introductions and Conclusions to Captivate (p. 128)
Lesson 17	<u>Session 17</u> : Using a Checklist to Set Writerly Goals (p. 138)
Lesson 18	<u>Session 18</u> : Keeping the Elaboration Going (p. 148)
Lesson 19	<u>Session 19</u> : Awarding Our Favorites: A Book Fair Celebration (p. 151)
After Lesson 19	Students complete On-Demand Post-Assessment (45 mins.): <u>Prompt</u> : “Think of something that you know and care about, something about which you have strong feelings. You have forty-five minutes to write your opinion and support it with reasons and examples to explain why you feel that way. When you do this, think about everything you know about writing. Please remember that you will have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.

	<p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Name your opinion; • Give reasons and evidence or examples to explain why you have that opinion; • Write an ending.”
<p>After Unit: Supplemental</p>	<p>As a review of opinion writing, students may choose a topic other than a book on which to share an opinion.</p>

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the persuasive/opinion writing genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 2 persuasive/opinion writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 2 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the persuasive/opinion genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 2 rubric for persuasive/opinion writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Write Source: A Book for Writing, Thinking, and Learning*
- *Write Source Skills Book*
- *Opinion Writing: Writing about Reading* (Grade 2, Unit 3)
- *Mercy Watson to the Rescue* by Kate DiCamillo
- *Poppleton* by Cynthia Rylant
- *Knuffle Bunny: A Cautionary Tale* by Mo Willems
- Other helpful series titles include *Henry and Mudge*, *Pinky and Rex*, *Harry the Dirty Dog*, *Ivy and Bean*, and *Nate the Great*
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Opinion Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebook/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- November – December (including approximately 5 days teaching difference between fact and opinion, and using *Write Source* to introduce letter writing, and approximately 5 days for work with grammar/conventions using *Write Source*)

UNIT 3

Informational Writing: The How-To Guide for Nonfiction Writing

Unit Goals

At the completion of this unit, students will:

- | | |
|--------------------------|--|
| CCS.ELA-Literacy.W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| CCS.ELA-Literacy.W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| CCS.ELA-Literacy.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). |
| CCS.ELA-Literacy.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| CCS.ELA-Literacy.RI.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| CCS.ELA-Literacy.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| CCS.ELA-Literacy.RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| CCS.ELA-Literacy.RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| CCS.ELA-Literacy.RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| CCS.ELA-Literacy.RI.2.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

CCS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.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>).

Unit Essential Questions

- How do I plan for writing?
- How do I share ideas about a topic for writing?
- How do I compare results and read more expert materials to consider new questions?
- How do I draw on all I know to plan for an information book?
- How do I work with others to improve my writing?

- How do I research a topic and take notes?
- How do I transfer my notes into complete sentences?

Scope and Sequence

Informational Writing: The How-To Guide for Nonfiction Writing	
Prior to Unit	<ul style="list-style-type: none"> • The focus of the unit is writing informational pieces in which students teach others what they have just learned; students will introduce a topic, use facts and definitions, and have a conclusion. • Before beginning the unit, each teacher should gather some nonfiction books with text features; the books should present various topics. • <u>Note</u>: The animal report will be the scored published piece for this unit. The post on-demand will take place after students have completed the animal research.
Bend I: Writing Lots of Nonfiction Books Quickly	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: “Think of a topic that you know a lot about. You will have forty-five minutes to write an informational piece that teaches others interesting and important information about your topic. Keep in mind that you’ll have only forty-five minutes to complete this. You will need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Introduce the topic you will teach about; • Include lots of information; • Organize your writing; • Use transition words; • Write an ending.”
Lesson 1	<u>Session 1</u> : Launching the Big Book of Nonfiction Writing in Accessible Ways.
Lesson 2	<u>Session 2</u> : Learning from the Experts: Noticing, Naming, and Trying Out Craft Moves in Nonfiction Books
Lesson 3	<u>Session 3</u> : Nonfiction Writers Squeeze Their Brains: Writing Long to Teach Readers a Lot of Information

Lesson 4	<u>Session 4</u> : Writers Set Goals and Make Plans
Lesson 5	<u>Session 5</u> : A Trip to the Editor: Preparing for a “Meet the Author” Celebration
Bend II: Writing for an Audience	
Lesson 6	<u>Session 6</u> : Nonfiction Writers Consider What Information Their Audience Wants to Know
Lesson 7	<u>Session 7</u> : Helping Readers Picture Information
Lesson 8	<u>Session 8</u> : Nonfiction Writers Aim to Hook an Audience’s Interest . . . Right from the Start!
Lesson 9	<u>Session 9</u> : Writers Do More Than One Thing at Once: Making Writing Interesting and Keeping One’s Audience in Mind
Lesson 10	<u>Session 10</u> : Clearing Up Confusion: Answering Readers’ Questions
Lesson 11	<u>Session 11</u> : Setting Goals to Make Nonfiction Books Better
Lesson 12	<u>Session 12</u> : Editing Nonfiction Writing: Fixing Up Spelling Mistakes for Readers
Lesson 13	<u>Session 13</u> : Fancying Up Nonfiction Books for an Audience: Adding Final Touches
Bend III: Writing Nonfiction Books of All Kinds	
Lesson 14	<u>Session 14</u> : Writing Nonfiction Books of All Kinds
Lesson 15	<u>Session 15</u> : Leaning on Authors as Mentors
Lesson 16	<u>Session 16</u> : Writers Use Reminders to Craft New Books
Lesson 17	<u>Session 17</u> : Partners Lend a Hand: Offering Feedback from One Nonfiction Writer to Another
Lesson 18	<u>Session 18</u> : Planning for the Final Celebration
Lesson 19	<u>Session 19</u> : Holding a Learning Expo: A Celebration of Nonfiction Authors and Their Work

After Lesson 19	<p>Students complete On-Demand Post-Assessment after they have completed their animal research (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic that you know a lot about. You will have forty-five minutes to write an informational piece that teaches others interesting and important information about your topic. Keep in mind that you’ll have only forty-five minutes to complete this. You will need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Introduce the topic you will teach about; • Include lots of information; • Organize your writing; • Use transition words; • Write an ending.”
-----------------	--

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 2 & 3 standards-based report cards.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the informational genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 2 informational writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.
2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 2 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the informational genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student

performance rubric is based on the grade 2 rubric for informational writing and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer's Notebook/Folders and published pieces

Resources

Core

- *Informational Writing: The How-To Guide for Nonfiction Writing* (Grade 2) – with online materials accessible via www.heinemann.com. (See p. xi of the Unit, "Online Digital Resources," for registration information.)
- Mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Writing Checklists
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebook/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- Teacher-selected informational texts
- Animals research websites, including note-taking on Connecticut animals (beaver, woodchuck, copperhead, garter snake, black bear, coyote, muskrat, skunk, river otter, bobcat, chipmunk, wild turkey, raccoon, deer, squirrel, mole, mudpuppy)
 - <https://www.pebblego.com/login/>
 - <http://www.wildlifeofct.com/index.html>
 - <http://www.kidsbiology.com/animals-for-children.php?animal=Bouto>
 - <http://kids.nationalgeographic.com/animals/>
 - <http://www.enchantedlearning.com/Home.html>
 - <https://www.atozkidsstuff.com>
 - <https://www.brainpopjr.com>

Time Allotment

- January – mid March (including approximately 4 days for work with grammar/conventions using *Write Source*)

UNIT 4

Poetry: Big Thoughts in Small Packages

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure.
CCS.ELA- Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.10	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 discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
CCS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CCS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

CCS.ELA-Literacy.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*).

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

CCS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.

Unit Essential Questions

- How do I plan for writing?
- How do I see through a poet’s eyes?
- How do I work with others to improve my writing?
- How do I listen for line breaks?
- How do I find the most precise words, patterns, and repetition?
- How do I match structures to feelings?
- How do I use mentor texts to improve writing?
- How do I use a checklist for writing?

Scope and Sequence

Poetry: Big Thoughts in Small Packages	
Prior to Unit	<ul style="list-style-type: none"> • Set up your room’s centers (see p. 2). Suggested centers can include: a rhythmic center; a listening center; drawing songs & poems; window watching: looking through the eyes of a poet; and/or a 5 senses center.
Bend I: Seeing with Poets’ Eyes	
Lesson 1	<u>Session 1</u> : Seeing with Poets’ Eyes (p. 2)
Lesson 2	<u>Session 2</u> : Listening for Line Breaks (p. 14)
Lesson 3	<u>Session 3</u> : Putting Powerful Thoughts in Tiny Packages (p. 22)
Lesson 4	<u>Session 4</u> : Poets Find Poems in the Strong Feelings and Concrete Details of Life (p. 31)
Lesson 5	<u>Session 5</u> : Editing Poetry (p. 39)

Bend II: Experimenting with Language and Sound to Create Meaning	
Lesson 6	<u>Session 6</u> : Searching for Honest, Precise Words: Language Matters (p. 50)
Lesson 7	<u>Session 7</u> : Patterning through Repetition (p. 60)
Lesson 8	<u>Session 8</u> : Poems Are Moody (p. 68)
Lesson 9	<u>Session 9</u> : Using Comparisons to Clarify Feelings and Ideas (p. 76)
Lesson 10	<u>Session 10</u> : Stretching Out a Comparison (p. 85)
Bend III: Trying Structures on for Size	
Lesson 11	<u>Session 11</u> : Studying Structure (p. 96)
Lesson 12	<u>Session 12</u> : Close Reading of a Mentor Text (p. 104)
Lesson 13	<u>Session 13</u> : Matching Structures to Feelings (p. 113)
Lesson 14	<u>Session 14</u> : Playing with Point of View (p. 121)
Lesson 15	<u>Session 15</u> : Revising Poems: Replacing Feeling Words with Word Pictures (p. 130)
Lesson 16	<u>Session 16</u> : Editing Poems: Reading Aloud to Find Trouble Spots (p. 138)
Lesson 17	<u>Session 17</u> : Presenting Poems to the World: An Author’s Celebration (p. 144)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a poem to bring to publication. The assessment of student performance is described on pp. viii-ix of *Poetry: Big Thoughts in Small Packages*. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Poetry: Big Thoughts in Small Packages* (Grade 2, Unit 4)
- *Read and Understand Poetry Grades 2-3* by Evan Moor
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries
- Writing Checklists
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebook/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- late March – April

UNIT 5

Narrative Writing: From Scenes to Series

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure.
CCS.ELA- Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCS.ELA- Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details.
CCS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.in a text.
CCS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
CCS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.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>).

Unit Essential Questions

- How do I come up with writing ideas?
- How do I stretch out Small Moments?
- How do I write with detail?
- How do I set goals for my writing?
- How do I work with others to improve my writing?
- How do I revise with intent?
- How do I use mentor texts to improve my writing?
- How do I try new craft moves?
- How do I edit and prepare for publication?

Scope and Sequence

Narrative Writing: From Scenes to Series	
Prior to Lesson 1	<i>There is no pre-assessment, as you have information from the narrative post-assessment from Unit 1. However, there <u>will</u> be a post-assessment for this narrative unit.</i>
Bend I: Fiction Writers Set Out to Write Realistic Fiction!	
Lesson 1	<u>Session 1</u> : Serious Fiction Writers Do Some Serious Pretending (p. 2)
Lesson 2	<u>Session 2</u> : Writers Develop a “Can-Do,” Independent Attitude (p. 11)
Lesson 3	<u>Session 3</u> : Writers Learn to Get Their Characters Out of Trouble (p. 21)
Lesson 4	<u>Session 4</u> : Serious Writers Get Serious about Spelling (p. 30)
Lesson 5	<u>Session 5</u> : Taking Stock: Writers Use Checklists to Set Goals (p. 38)
Bend II: Fiction Writers Set Out to Write Series	
Lesson 6	<u>Session 6</u> : Series Writers Always Have a Lot to Write About (p. 48)
Lesson 7	<u>Session 7</u> : Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know? (p. 59)
Lesson 8	<u>Session 8</u> : Writers Develop Their Dialogue (p. 69)
Lesson 9	<u>Session 9</u> : Saddle Up to the Revision Party – And Bring Your Favorite Writer (p. 73)
Lesson 10	<u>Session 10</u> : Celebrating Our First Series (p. 82)
Bend III: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers	
Lesson 11	<u>Session 11</u> : Series Writers Investigate What Makes Realistic Fiction Realistic (p. 88)
Lesson 12	<u>Session 12</u> : Writers “Show, Not Tell” by Focusing on Tiny Realistic Details (p. 96)
Lesson 13	<u>Session 13</u> : Fiction Writers Include Chapters: Writing a Beginning, Middle, and End (p. 105)

Lesson 14	<u>Session 14</u> : Patterns Help Writers Elaborate (p. 115)
Lesson 15	<u>Session 15</u> : Writers Use Their Superpowers to Work with Greater Independence (p. 124)
Bend IV: Getting Ready to Publish Our Second Series	
Lesson 16	<u>Session 16</u> : Punctuation Parties (p. 132)
Lesson 17	<u>Session 17</u> : Writers Use Illustrations to Tell Important Details (p. 141)
Lesson 18	<u>Session 18</u> : “Meet the Author” (p. 149)
Lesson 19	<u>Session 19</u> : Getting Ready for the Final Celebration (p. 155)
Lesson 20	<u>Session 20</u> : A Celebration of Series Writers: The Grand Finale! (p. 157)
After Lesson 20	<p>Students complete On-Demand Post-Assessment (45 mins.): <u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best narrative, the best small moment story, that you can write. You might focus on just a scene or two. You’ll have only forty-five minutes to write this 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.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • 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.”

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 2 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of

achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 2 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the post-assessment to earlier writing will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Narrative Writing: From Scenes to Series* (Grade 1, Unit 4)
- *Shortcut* by Donald Crews
- *Too Many Tamales* by Gary Soto
- *Koala Lou* by Mem Fox
- *The Ghost-Eye Tree* by Bill Martin, Jr. and John Archambault
- Other helpful series titles include *Mercy Watson*, *Pinky and Rex*, *Junie B. Jones*, and *Horrible Harry*
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebook/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- May – June (including approximately 5 days for work with conventions)

CURRENT REFERENCE

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth, NH: Heinemann. 2013. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Refer to *Units of Study* CD-ROM or *Writing Pathways*