

**English Language Arts  
Writing Curriculum  
2019**

**Grade 2**

**Montague Township School**

# Contents

## K-8 Curriculum Map

### **Kindergarten Writing Curriculum**

Unit Title: Building a Talking Community: Oral Language

Unit 1: Launch Writing

Unit 2: Writers are Readers

Unit 3: How-To Books

Unit 4: Persuasive Writing

### **First Grade Writing Curriculum**

Unit 1 Title: Launching/ Small Moments (Narrative)

Unit 2: How-To Writing

Unit 3: Writing Non-Fiction (Information)

Unit 4: Opinion Writing

Unit 5: Realistic Fiction

Unit 5: Poetry

### **Second Grade Writing Curriculum**

Unit Title: Narrative Writing/Small Moments

Unit Title: Writing About Reading

Unit Title: Lab Reports and Science Books

Unit Title: Poetry

### **Third Grade Writing Curriculum**

Unit Title: Routines: Launching the Writing Workshop

Unit Title: Unit 1 Crafting True Stories

Unit Title: Unit 2: The Art of Information Writing

Unit Title: Unit 3 Changing the World

Unit Title: Unit 4 Once Upon a Time

Unit Title: Unit 5 Poetry

### **Fourth Grade Writing Curriculum**

Unit Title: Routines: Launching the Writing Workshop

Unit Title: Unit 1: Arc of Story

Unit Title: Unit 2: Boxes and Bullets: Personal and Persuasive

Unit Title: Unit 3: Bringing History to Life

Unit Title: Unit 4: Literary Essay: Fiction Writing

Unit Title: Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales

Unit Title: Unit 6: Poetry

### **Grade Five Writing Curriculum**

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories

Unit Title: Informational Writing - Nonfiction Picture Books

Unit Title: Research Based Argument Essay

Unit Title: Speeches - Career and Innovation Speeches

Unit Title: Fantasy

### **Grade Six Writing Curriculum**

Unit Title: Narrative Realistic Fiction - Creating Believable Characters

Unit Title: Argument - The Literary Essay

Unit Title: Informational Text - Teaching Books

Unit Title: Biography - Writing about Influential People (Mixed Genre)

Unit Title: Poetry

### Seventh Grade Writing Curriculum

Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth

Unit Title: Journalism: Uncovering the Stories of Our World

Unit Title: The Art of Argument

Unit Title: Poetry - Self Portraits

Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues

### Eighth Grade Writing Curriculum

Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas

Unit Title: Argument Writing

Unit Title: Informational Writing - Historical Perspective Unit

Title: Memoir - Sharing our Story

### K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June
<b>K</b>	Building a Talking Community	Launch Writing	Launch Writing	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Persuasive Writing	Persuasive Writing	Persuasive Writing
<b>1</b>	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing NonFiction	Writing NonFiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
<b>2</b>	Narrative Writing	Narrative Writing	Writing About Reading	Writing About Reading	Writing About Reading	Lab Reports and Science Books	Lab Reports and Science Books	Lab Reports and Science Books Poetry	Poetry	If..Then...

3	Routines	Crafting True Stories	Crafting True Stories	The Art of Information Writing	The Art of Information Writing	Changing The World	Changing the World	Once Upon a Time	Once Upon a Time	Poetry
4	Routines	Arc of Story	Arc of Story Personal/ Persuasive	Personal/ Persuasive	Bringing History to Life	Bringing History to Life Literary Essay- Fiction	Literary Essay- Fiction Mythology/ Folklore	Mythology/ Folklore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch/ Fan Favorites	Fan Favorites	Informational Writing	Informational Writing	Informational Writing Research Based Argument Essay	Research Based Argument Essay	Research Based Argument Essay Career Speeches	Career Speeches	Fantasy	Fantasy
6	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument- Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography Poetry	Poetry
7	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
8	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

Units of Study for Teaching Writing (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	Launching the Writing Workshop	Launching the Writing Workshop Looking Closely...	Looking Closely... Writing for Readers	Writing for Readers	How-to Books...	How-to Books... Persuasive Writing...	Persuasive Writing...	All About Books	All About Books Crafting Stories	Crafting Stories
1	Small Moments...	Small Moments... Writing How-to Books	Writing How-to Books Nonfiction Chapter Books	Nonfiction Chapter Books	Writing Reviews	Writing Reviews Poetry and Songs	Poetry and Songs	From Scenes to Series	From Scenes to Series Writing Like Scientists	Writing Like Scientists

2	Lesson from the Masters	Lesson from the Masters	A How-to Guide to Nonfiction	A How-to Guide to Nonfiction	Writing Gripping Fictional Stories	Poetry...	Poetry...	Lab Reports and Science Books	Lab Reports and Science Books	Writing about Reading	Writing about Reading
3	Crafting True Stories	Crafting True Stories The Art of Information...	The Art of Information... Changing the World	Changing the World	Baby Literary Essay	Baby Literary Essay	Unit of Choice/Test Prep	Writing about Research	Writing about Research	Writing about Research Design Your Own Unit/Once Upon a Time	Design Your Own Unit/Once Upon a Time
4	The Arc of Story	The Arc of Story Boxes and Bullets	Boxes and Bullets Historical Fiction Writing/Design Your Own Unit	Historical Fiction Writing/Design Your Own Unit	The Literary Essay	The Literary Essay	Unit of Choice/Test Prep	Bringing History to Life	Bringing History to Life	Bringing History to Life Journalism	Journalism
5	Narrative Craft	Narrative Craft Feature Articles	Feature Articles The Research-Based Argument Essay	The Research-Based Argument Essay	Literary Essay...	Literary Essay...	Unit of Choice/Test Prep	The Lens of History...	The Lens of History...	The Lens of History... Shaping Texts...	Shaping Texts...
6	Personal Narrative	Personal Narrative	The Literary Essay	The Literary Essay	Research-Based Information Writing	Research-Based Information Writing	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Design Your Own Unit/Fantasy Writing Persuasive Essays	Persuasive Essays
7	Writing Realistic Fiction	Writing Realistic Fiction	Writing About Reading	Writing About Reading	The Art of Argument	The Art of Argument	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Design Your Own Unit/Poetry Writing Information Books	Writing Information Books
8	Memoir	Memoir	The Literary Essay	The Literary Essay	Position Papers	Position Papers	Unit of Choice/Test Prep	Unit of Choice/Test Prep Investigative Journalism	Unit of Choice/Test Prep Investigative Journalism	Investigative Journalism Design Your Own Unit/Poetry	Design Your Own Unit/Poetry

Second Grade Writing Curriculum

**Pacing Guide**

**Content Area:** Language Arts

**Course Title:** Writing

**Grade Level:** Second

Unit 1: Narrative Writing

September – October

Unit 2: Writing About Reading

November - January

Unit 3: Lab Reports and Science Books

February- March

Unit 4: Poetry

March-April

Unit 5: If Then Curriculum

June

Unit Title: Narrative Writing/Small Moments

Grade Level: Two

Time Frame: 4-6 weeks

**Standards:**

- W.2.3, W.2. 5, W.2.7, W.2.8, W.2.10, W.3.3, W.3.10, SL.2.1, SL2.1a, SL.2.2, SL.2.3, SL.2.4, SL2.6, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L3.5a

**Technology Implementation:**

**8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

Second grade students will infuse technology into Language Arts by learning to:

- Identify the basic features of a digital device and explain its purpose
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media
- Develop an understanding of ownership of print and non-print information
- Use digital resources to explore a problem or issue

**8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** Second grade students will infuse technology into Language Arts

by learning to:

- Describe how designed products and systems are useful at school, home and work
- Collaborate to design a solution to a problem affecting the community
- Identify how technology impacts or improves life
- Identify how the ways people live and work has changed because of technology
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work
- Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Essential Questions:**

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

**Unit Goals/Enduring Understandings:**

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

**Knowledge and Skills:**

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

**Demonstration of Learning/Assessment Evidence:**

**Formative**

- Writing Notebook
- Conference Notes
- Small Group Observations

**Summative**

- Writing Notebook
- Teacher Created Assessment

**Alternative**

- Teacher Created Assessment

**Benchmark**

- STAR 360/MAP



- Correct sentence fragment
- Revise
- Edit and proofread
- Publish
- Narrative and writing such as personal narratives and stories

**Integrated Modifications/Accommodations:**

**Special Education**

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Rest breaks
- Immediate feedback

**Section 504**

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Space for movement and breaks
- work in progress check

**English Language Learners**

**At Risk of School Failure**

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

**Gifted and Talented**

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
  - Avoid having student copy notes when material is already mastered
- Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
  - Provide instruction in research skills needed to conduct an independent study in student's interest area
  - Provide independent learning opportunities Use advanced supplementary/reading materials

	<ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> <li>• Hands-on activities</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> <li>• Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent or outside learning</li> <li>• Establish a timeline for long-range projects</li> </ul> <p>Motivational Strategies:</p> <ul style="list-style-type: none"> <li>• Provide fewer drill and practice activities when material is learned</li> <li>• Give student choices of activities in learning the content</li> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
<p><b>Mentor Texts:</b> Owl Moon by Jane Yolen The Leaving Morning by Angela Johnson</p> <p><b>Suggested Mentor Texts:</b> Diary of a Wimpy Kid by Jeff Kinney Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p style="text-align: center;"><b>Writing Process K-2</b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>

<p>Resources : Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins Unit 1 Narrative Writing</p>	<p><b>Interdisciplinary Connections:</b> <b>Correlates to State of Matter, Civics Units in Social Studies ● Science Journals- observations/drawings ● Science/Social Studies topic- summarizing the Big Ideas from their PBL tasks</b></p>	<p><b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</li> <li>• 9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> <li>• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</li> <li>• 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</li> </ul>
--	--	--

<b>Unit: Narrative Writing/Small Moments</b>	<b>Grade Level: Two</b>	<b>Time Frame: 4-6 weeks</b>
<b>Goals</b>	<b>Suggested Minilessons</b>	<b>Teacher's Notes</b>
	<p><b><u>To prepare for this unit:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Set up a writing center to include five page booklets, single sheets of paper, revision strips and flaps, writing caddies with pens, staplers, post it notes and date stamps</u></b></li> <li>• <b><u>Read Owl Moon, by Jane Yolen</u></b></li> <li>• <b><u>Read The Leaving Morning by Angela Johnson</u></b></li> <li>• <b><u>"Tiny Topic" notepads</u></b></li> </ul>	
	<p><input type="checkbox"/> <b><u>Writing folders</u></b></p>	

<input type="checkbox"/> Writers explore and implement strategies to generate topics and develop good habits for writing.	1. Writers choose meaningful stories to write by hearing stories from master authors.	<input type="checkbox"/> “Tiny Topic” notepads
	<input type="checkbox"/> Writers choose meaningful stories by paying attention to the kinds of stories mentor authors tell.	<ul style="list-style-type: none"> <li>• Two Jane Yolen quotations (from <u>Owl Moon</u>)</li> <li>• Tiny Topic notepads</li> <li>• Pens</li> <li>• Construction paper</li> </ul>
	<input type="checkbox"/> Writers develop a topic into a stories by planning and thinking.	<ul style="list-style-type: none"> <li>• Teacher’s “Tiny Topic” notepad prepared with details</li> <li>• Teacher five-page booklet</li> <li>• Owl Moon by Jane Yolen</li> </ul>
	<input type="checkbox"/> Writers generate ideas by collecting details and jotting them down.	<ul style="list-style-type: none"> <li>• Objects for observation (ex: seashells)</li> <li>• Magnifying glasses</li> </ul>
	<input type="checkbox"/> Writers develop strong endings to their stories by examining how professional writers craft their endings.	<ul style="list-style-type: none"> <li>• Good endings anchor chart</li> <li>• Endings of Owl Moon and The Leaving Morning projected on Smart Board of chart paper</li> </ul>
	<input type="checkbox"/> Writers makes sure their writing makes sense by rereading and looking for punctuation.	<input type="checkbox"/> Demonstration writing that includes some misspellings
	<input type="checkbox"/> Writers achieve writing goals by making plans and setting goals.	<input type="checkbox"/> Quote from Jane Yolen
		<input type="checkbox"/> Narrative Writing Checklist (enlarged)

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

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

Unit Title: Writing About Reading	Grade Level: Second	Time Frame: 4-6
-----------------------------------	---------------------	-----------------

**Standards:**

- W 2.1, W 2.5, W 2.6, W 2.7,
- RL 2.1, RL 2.2, RL 2.3, RL 2.4, RL 2.5, RL 2.10, RL2.3, RL 3.1, RL 3.3
- SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 2.4 , L 2.1, L 2.2, L2.3

**Technology Implementation:**

**8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

Second grade students will infuse technology into Language Arts by learning to:

- Identify the basic features of a digital device and explain its purpose
- Create a document using a word processing application
- Illustrate and communicate original ideas and stories using multiple digital tools and resources
- Demonstrate developmentally appropriate navigation skills in virtual environments
- Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media
- Develop an understanding of ownership of print and non-print information
- Use digital resources to explore a problem or issue

**8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

Second grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Collaborate to design a solution to a problem affecting the community
- Identify how technology impacts or improves life
- Identify how the ways people live and work has changed because of technology
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work
- Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Essential Questions:**

- As writers, how do we write about our reading to closely Writers write about their reading by closely evaluating their books and keeping their audience in mind.
- As writers, how do we use more sophisticated elaborative techniques to raise the level of our opinion writing?

**Unit Goals/Enduring Understandings:**

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



□ As writers, how do we support our opinions with text evidence to write nominations for our favorite books?

**Knowledge and Skills:**

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

**Demonstration of Learning/Assessment**

**Evidence:**

**Formative**

- Writing Notebook
- Conference Notes
- Small Group Observations

**Summative**

- Writing Notebook
- Teacher Created Assessment

**Alternative**

- Teacher Created Assessment

**Benchmark**

- STAR 360/MAP

	<p><b>Integrated Modifications/Accommodations:</b></p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when material is already mastered</li> </ul> <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for open-ended, self-directed activities</li> </ul>
--	---	--

	<ul style="list-style-type: none"> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Space for movement and breaks</li> <li>• work in progress check</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> <li>• Hands-on activities</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instruction in research skills needed to conduct an independent study in student's interest area</li> <li>• Provide independent learning opportunities Use advanced supplementary/reading materials</li> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> <li>• Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent or outside learning</li> <li>• Establish a timeline for long-range projects</li> </ul> <p>Motivational Strategies:</p> <ul style="list-style-type: none"> <li>• Provide fewer drill and practice activities when material is learned</li> <li>• Give student choices of activities in learning the content</li> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
<b>Mentor Texts:</b>	<b>Structures:</b>	<b>Writing Process</b>

<p><b>Suggested Texts:</b> Any text with favorite/familiar characters (Henry and Mudge, Pinky and Rex, Harry the Dirty Dog) Pinky and Rex and the Bully -Mercy Watson to the Rescue Poppleton by Cynthia Rylant</p>	<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p><b>K-2</b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
---	--	--

<p><b>Resources :</b> Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins Unit 2 Opinion</p>	<p><b>Cross Curricular Connections:</b> Correlates to pebbles, sand and salt unit in science; and maps and globes unit in social studies ● Science Journals- observations/drawings- Type 1 or Type 2- ● Math writing- exit slips, open ended responses, explanation of problem solving-"How to" complete a problem ● Science/Social Studies topic- summarizing the Big Ideas</p>	<p><b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</li> <li>• 9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> <li>• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</li> <li>• 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</li> </ul>
---	--	--

<b>Unit Writing About Reading</b>	<b>Grade Level: second</b>	<b>Time Frame: 4-6 weeks</b>
<b>Goals</b>	<b>Suggested Minilessons</b>	<b>Teacher's Notes</b>

<p>□ Writers write about their reading by closely evaluating their books and keeping their audience in mind.</p>	<p>1. Writers who love stories share their opinions by writing letters to each other about favorite characters.</p>	<ul style="list-style-type: none"> <li>• Familiar books: <u>Henry and Mudge</u>, <u>Pinky and Rex</u>, <u>Harry the Dirty Dog</u></li> <li>• <u>Mercy Watson to the re Rescue</u></li> <li>• Envelopes with labels/addresses saying “Reader in Room ____”</li> <li>• Anchor chart: “Uncovering our Opinions About Books”</li> </ul>
--	---	---

	<p>2. Writers rehearse for their writing with a partner by talking through the big ideas they are having about their books and add smaller details in as they begin to write.</p>	<ul style="list-style-type: none"> <li>• -Student model for demonstration (prepped beforehand)</li> <li>• <u>Mercy Watson to the Rescue</u></li> </ul>
	<p>3. Writers uncover additional details beyond the text by analyzing the pictures in books.</p>	
	<p>4. Writers retell parts of the story to help their readers understand their opinion when writing about books.</p>	<p>Sample Sentences that leave out a needed retelling</p>
	<p>5. Writers choose the content of their letters by keeping the audience in mind.</p>	<ul style="list-style-type: none"> <li>• Chart paper with opinion letter already written</li> <li>• 2<sup>nd</sup> chart paper with a second version of the opinion letter written.</li> </ul>
	<p>6. Writers check their work to be certain it is their best work by revising and editing their writing.</p>	<p>Opinion Writing Checklist</p>

<p>□ Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.</p>	<p>7. Writers make their letter writing stronger by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting.</p>	<ul style="list-style-type: none"> <li>• Multiple pages of letter –writing paper stapled together to create a letter writing booklet.</li> <li>• Anchor chart “Make it stronger, longer, and more convincing”</li> <li>• <u>Pinky and Rex and the bully</u> by James Howe.</li> </ul>
--	---	---

	<p>8. Writers read books closely to be certain to notice all of the details in order to write more detailed letters and grow new ideas.</p>	<ul style="list-style-type: none"> <li>• “Uncovering Our Opinions about Books”</li> <li>• Writing booklet</li> </ul> <p>Chart paper and marker</p>
	<p>9. Writers support their opinions by looking for multiple pieces of evidence from the text.</p>	<ul style="list-style-type: none"> <li>• Excerpt from <u>Pinky and Rex</u> enlarged</li> <li>• Helpful Linking Words chart</li> <li>• Anchor charts</li> </ul>
	<p>10. Writers inquire into how and when to use capital letters by looking into mentor texts.</p>	<ul style="list-style-type: none"> <li>• Clipboards</li> <li>• Chart “ We use Capitals in our Writing..”</li> <li>• Excerpt from a text that highlights the use of capital letters.</li> </ul>

	11. Writers draw in and entertain their readers by adding in fun details to fancy up their writing.	<ul style="list-style-type: none"> <li>• Small stack of familiar books with interesting features</li> <li>• Chart paper “extra, extra, read all about it.”</li> <li>• Copies of editing section of the checklist and other editing tools</li> <li>• Stationery or index cards and markers, so children can write compliment cards” to each other</li> </ul>
<input type="checkbox"/> Writers write nominations by supporting their opinions with text evidence.	12. Writers of nominations choose topics that they have strong opinions about by analyzing books and evaluating how they can support their opinion with reasons and details.	<ul style="list-style-type: none"> <li>• Books the students may want to “nominate” for awards</li> <li>• Nomination paper</li> <li>• “Make it Stronger, Longer, and More Convincing” chart.</li> </ul>
	13. Writers support their opinions by using specific evidence from the text and use quotations marks when necessary.	<ul style="list-style-type: none"> <li>• Pinky and Rex and the Bully by James Howe (or other mentor text)</li> <li>• Revising strips and tape</li> <li><input type="checkbox"/> “Using a Quote” chart</li> </ul>
	14. Writers support their opinions by comparing characters, series, or kinds of books to explain why they think one is better than the other.	
	15. Writers use mid-sentence punctuation to write longer and stronger sentences.	<ul style="list-style-type: none"> <li>• 3 column chart paper</li> <li>• Revision strips</li> <li>• Adhesive labels and colored pencils</li> </ul>

	16. Writers read and study the work of other writers by trying to incorporate what they have learned in their own writing.	<ul style="list-style-type: none"> <li>• Chart paper with labeled Venn diagram</li> <li>• Student writing from early in the year</li> <li>• Revision flaps and strips</li> </ul>
	17. Writers critique their writing to determine their strengths and weaknesses by using assessment tools.	<input type="checkbox"/> Opinion writing checklist
	18. Writers work hard toward their goals, and when they meet those goals they reexamine their writing and set brand-new goals.	<input type="checkbox"/> Process chart illustrating this ongoing cycle of work.

<b>Unit Title:</b> Lab Reports and Science Books	<b>Grade Level:</b> Second	<b>Time Frame:</b> 4-6 weeks
<b>Standards:</b> <ul style="list-style-type: none"> <li>• W 2.2, W 2.5, W 2.7, W 2.8, W 3.2, W 3.4, W 3.5, W 3.72</li> <li>• RI 2.1, RI 2.4, RI 2.5, RI 2.7, RI 2.8 RI 3.1, W3.3</li> <li>• SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 3.1, SL3. 4</li> <li>• L 2.1, L 2.2, L2.3, L2.4, L2.5, L2.6</li> </ul>		

<p><b>Technology Implementation:</b></p> <p><b>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b></p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>• Identify the basic features of a digital device and explain its purpose</li> <li>• Create a document using a word processing application</li> <li>• Illustrate and communicate original ideas and stories using multiple digital tools and resources</li> <li>• Demonstrate developmentally appropriate navigation skills in virtual environments</li> <li>• Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media</li> <li>• Develop an understanding of ownership of print and non-print information <input type="checkbox"/> Use digital resources to explore a problem or issue</li> </ul>
---



**8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

Second grade students will infuse technology into Language Arts by learning to:

- Describe how designed products and systems are useful at school, home and work
- Collaborate to design a solution to a problem affecting the community
- Identify how technology impacts or improves life
- Identify how the ways people live and work has changed because of technology
- Brainstorm ideas on how to solve a problem or build a product
- Explain how using a tool aids in reducing work
- Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Essential Questions:**

- How do writers analyze the details before, during, and after an experiment to compose a lab report?
- How do writers deepen their writing skills by exploring and examining their experiments?
- How do writers analyze mentor texts to compare ideas to organize their informational writing?

**Unit Goals/Enduring Understandings:**

- Writers use a procedural writing format to like a scientist by analyzing the details before, during and after an experiment.
- Scientific Writers deepen their writing skills by exploring and examining their experiments.
- Writers analyze mentor texts to compare ideas to organize their informational writing.

**Knowledge and Skills:**

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning an focus
- Use clear, precise, and appropriate language
- Combine, elaborate, and vary sentences

**Demonstration of Learning/Assessment Evidence:**

**Formative**

- Writing Notebook
- Conference Notes
- Small Group Observations

- Use correct spelling and grammar; capitalize and punctuate correctly
- Correct sentence fragments and run-ons
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics Publish own work
- 

**Summative**

- Writing Notebook
- Teacher Created Assessment

**ALternative**

- Teacher Created Assessment

**Benchmark**

- STAR 360/MAP

	<p><b>Integrated Modifications/Accommodations:</b></p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Space for movement and breaks</li> <li>• work in progress check</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> <li>• Hands-on activities</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when material is already mastered Curriculum Strategies:</li> <li>• Provide opportunities for open-ended, self-directed activities</li> <li>• Provide instruction in research skills needed to conduct an independent study in student's interest area</li> <li>• Provide independent learning opportunities Use advanced supplementary/reading materials</li> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> <li>• Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent or outside learning</li> </ul>
--	---	---

	<ul style="list-style-type: none"> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a timeline for long-range projects</li> </ul> <p>Motivational Strategies:</p> <ul style="list-style-type: none"> <li>• Provide fewer drill and practice activities when material is learned</li> <li>• Give student choices of activities in learning the content</li> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
<p><b>Mentor Texts:</b>  Forces and Motion by John Graham Suggested texts:  Suggested texts: <u>Incredible Cross Sections</u> by Stephen Biesty</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p style="text-align: center;"><b>Writing Process K-2</b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>

<p><b>Resources :</b>  Lab Reports and Science Books (Lucy Calkins, Unit 2 Information Writing)  Be prepared to write a “demonstration information book” using many nonfiction books</p>	<p><b>Cross Curricular Connections:</b>  ●● Science  Journals- observations/drawings- Type 1 or Type 2- ●  Math writing- exit slips, open ended responses, explanation of</p>	<p><b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</li> <li>• 9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> <li>• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</li> <li>• 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</li> </ul>
	<p>problem solving-"How to" complete a problem ●  Science/Social Studies topic- summarizing the Big Ideas</p>	<p>a. Writing community letters  b. Practice effective writing</p> <p>CRP6 – Demonstrate creativity and innovation</p> <p>a. Illustration writing pieces  b. Verbal presentation of writing pieces</p>

Unit Lab Reports and Science Books (Nonfiction Writing)		Grade Level: Second	Time Frame: 4-6 Weeks
Goals	Suggested Minilessons		Teacher's Notes
Writers use a procedural format to write like a scientist by analyzing the details before, during and after an experiment.	1. Scientist write by using a specific format, a lab report, where they record all the details before, during, and after an experiment.	<ul style="list-style-type: none"> <li>• 4-5 page stapled booklets (Pages should have a picture box and 6-12 lines for writing)</li> <li>• Materials for whole class experiment (ramp, carpet, several meter sticks or yardsticks and a toy car)</li> <li>• Chart with Scientific Process (Question, Hypothesis, Procedures, results, and conclusion)</li> <li>• Anchor Chart: "To Write like a Scientist"</li> </ul>	
	2. Writers study mentor texts when learning to write a new genre, (procedural writing), by asking what the author has done that they could try as well.	<ul style="list-style-type: none"> <li>• <u>Forces and Motion</u> by John Graham</li> <li>• "Floating and Sinking Experiment"</li> <li>• Information Writing Checklist (enlarged and regular size)</li> </ul>	
	3. Scientific writers come up with their own ideas for what to write about by deciding on a question they want to find out about and then planning and testing their question with an experiment and recording all the steps as they go along.	<ul style="list-style-type: none"> <li>• Various tools students can use to create experiments</li> <li>Anchor Chart " To Write like a Scientist" □ A pointer</li> </ul>	

	4. Writers think deeply about their conclusions by asking themselves, "Why?" and then offering the best explanation they can based on their results.	<ul style="list-style-type: none"> <li>• Prompts to support partner talk Draft or a student sample of a conclusion page to display.</li> <li>• "In conclusions.." charts</li> <li>• Prompts to support writing circle talk about hypotheses.</li> </ul>
	5. Scientific writers improve their writing by learning more about their topic and then revising their writing based on their new knowledge.	<ul style="list-style-type: none"> <li>• Chart with scientific vocabulary</li> <li>• See List on page 36 of manual.</li> </ul>
	6. Writers self-assess by making sure their writing reflects all they know how to do, and then set goals based on their analysis.	<ul style="list-style-type: none"> <li>• Information writing checklist</li> <li>• "Words science Experts Use.</li> </ul>

<p>GOAL 2 Scientific Writers deepen their writing skills by exploring and examining their experiments.</p>	7. Scientific writers use all that they know by focusing not only on their scientific knowledge but also the writing process.	<ul style="list-style-type: none"> <li>• Space for catapult experiment</li> <li>• "baggie of supplies for experiment"</li> <li>• Meter sticks and yard sticks</li> </ul>
	8. Scientific writers strengthen their writing by looking toward mentors for exemplary writing.	
	9. Scientific writers grow and extend their thinking by comparing the results of their experiments against other scientists' results.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up new writing partnerships</li> <li><input type="checkbox"/> Sources related to the science of catapults</li> </ul>
	10. Scientists use their initial results and writing to generate new experiments by revisiting their initial experiments and asking, "What do I still wonder?"	<ul style="list-style-type: none"> <li><input type="checkbox"/> 5 page science booklets for writing</li> <li><input type="checkbox"/> Supplies for experiment (see page 73)</li> </ul>
	11. Scientists show their audience they are experts in their field by using domainspecific language when speaking and writing about their topics.	

GOAL III: Writers analyze mentor texts to compare ideas to organize their informational writing.	12. Writers plan to write information books by planning how their information will go and choosing topics they know a lot about.	<input type="checkbox"/> Copies of blank tables for contents pages in the writing center Mentor <input type="checkbox"/> “table of contents” Mentor <input type="checkbox"/> “forces and motionrelated topic and corresponding subtopics to share with the class.
	13. 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.	
	14. Writers look to mentor texts to find ideas for their own writing by investigating how authors integrate scientific information into their writing.	<input type="checkbox"/> Suggested texts: <u>Incredible Cross Sections</u> by Stephen Biesty
	15. Writers use comparisons in their informational books by comparing something that is new for their readers, to something they already know.	
	16. Scientific writers use strategies to share hard-to-understand concepts with their readers by slowing down their writing, magnifying pictures or images, and drawing pictures to show the insides of objects.	<ul style="list-style-type: none"> <li>• “Hidden story” is a stretched out version of writing to focus on the details of an event.</li> <li>• Example of “hidden story” <ul style="list-style-type: none"> <li><input type="checkbox"/> Forces and motion “hidden story”</li> </ul> </li> </ul>
	17. Writers explore mentor texts to determine how to write introductions and conclusions.	<input type="checkbox"/> Sample introduction and conclusions for mentor text
	18. Writers edit their books by rereading and making their writing easier to read, inserting capitals, commas, and apostrophes where appropriate.	<input type="checkbox"/> Children’s dictionaries <input type="checkbox"/> 2 chapters of teacher-created or student example of informational writing, written on chart paper, that can be edited for conventions listed on the Information writing checklist.
	19. As scientific writers, we share our work with various audiences.	<input type="checkbox"/> Finished work





Unit Title: Poetry	Grade Level: Two	Time Frame: 4-6 weeks
<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>□ W.2.3, W.2.5, W.2.8, W.2.6, W.3.3b, W3.10, RL.2.4, RL.2.5 RL.2.10, RFS.2.3, RFS.2.4, RFS.3.5, SL.2.1, SL.2.2, SL.2.3, SL.2.4, L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6, L.3.3, L.3.3a</li> </ul>		
<p><b>Technology Implementation:</b></p> <p><b>8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b></p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>• Identify the basic features of a digital device and explain its purpose</li> <li>• Create a document using a word processing application</li> <li>• Illustrate and communicate original ideas and stories using multiple digital tools and resources</li> <li>• Demonstrate developmentally appropriate navigation skills in virtual environments</li> <li>• Engage in a variety of developmentally appropriate learning activities with students in other classes using various media formats such as online collaborative tools, and social media</li> <li>• Develop an understanding of ownership of print and non-print information</li> <li>• Use digital resources to explore a problem or issue</li> </ul> <p><b>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</b></p> <p>Second grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> <li>• Describe how designed products and systems are useful at school, home and work</li> <li>• Collaborate to design a solution to a problem affecting the community</li> <li>• Identify how technology impacts or improves life</li> <li>• Identify how the ways people live and work has changed because of technology</li> <li>• Brainstorm ideas on how to solve a problem or build a product</li> <li>• Explain how using a tool aids in reducing work</li> <li>• Collaborate and apply a design process to solve a simple problem from everyday experiences.</li> </ul>		

**Essential Questions:**

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

**Unit Goals/Enduring Understandings:**

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

As poets, what strategies can we use to revise and edit our poems?

**Knowledge and Skills:**

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

**Demonstration of Learning/Assessment Evidence:****Formative**

- Writing Notebook
- Conference Notes
- Small Group Observations

**Summative**

- Writing Notebook
- Teacher Created Assessment

**Alternative**

- Teacher Created Assessment

**Benchmark**

- STAR 360/MAP

	<p><b>Integrated Modifications/Accommodations:</b></p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student provides oral responses</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Rest breaks</li> <li>• Immediate feedback</li> </ul> <p><b>Section 504</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Student provides oral responses</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<p><b>At Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Student restates information</li> <li>• Concrete examples</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Alternate quiet and active time</li> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Follow a routine/schedule</li> <li>• Teach time management skills</li> <li>• Varied choice of activity</li> <li>• Peer mentor</li> <li>• Checklists</li> </ul> <p><b>Gifted and Talented</b></p> <p>Presentation Strategies:</p> <ul style="list-style-type: none"> <li>• Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>• Avoid having student copy notes when material is already mastered</li> </ul> <p>Curriculum Strategies:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for open-ended, self-directed activities</li> <li>• Provide instruction in research skills needed to conduct an independent study in student's interest area</li> </ul>
--	--	--

	<ul style="list-style-type: none"> <li>• Space for movement and breaks</li> <li>• work in progress check</li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Support with graphics</li> <li>• Tiered Vocabulary</li> <li>• Dictionary, Native lang to English</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Support auditory presentations with visuals</li> <li>• Hands-on activities</li> <li>• Verbal and visual cues regarding directions and staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent learning opportunities Use advanced supplementary/reading materials</li> <li>• Encourage the use of creativity</li> <li>• Ask higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge in a subject area</li> </ul> <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> <li>• Use a Study Contract for student to achieve outcomes</li> <li>• Use a Learning Log for independent or outside learning</li> <li>• Establish a timeline for long-range projects</li> </ul> <p>Motivational Strategies:</p> <ul style="list-style-type: none"> <li>• Provide fewer drill and practice activities when material is learned</li> <li>• Give student choices of activities in learning the content</li> <li>• Allow the student to 'buy' time for self-directed activities after material is learned</li> </ul> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Give a pretest to allow the student to demonstrate mastery</li> <li>• Provide self-checking materials</li> <li>• Provide tests at a higher level of thinking</li> </ul> <p>Environmental Strategies:</p> <ul style="list-style-type: none"> <li>• Arrange for a mentor to work with the student in interest area</li> <li>• Cluster group gifted/talented students by areas of strength in the classroom</li> <li>• Allow independent use of library</li> </ul>
<b>Mentor Texts:</b>	<b>Structures:</b>	<b>Writing Process K-2</b>

<ul style="list-style-type: none"> <li>• Old Elm Speaks by Kristine O’Connell George</li> <li>• Printable versions of suggested poems in the notes can be found on the CD-ROM included in the Units of Study kits</li> </ul>	<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
--	--	--

<p>Resources :</p> <p>Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins</p> <p>Unit 4 Poetry</p>	<p><b>Cross Curricular Connections:</b></p> <p>Correlates to any science, math, or social studies unit of study ● Use of an art drawing/painting to illustrate a poem ● Use of sound/music to create a poem</p>	<p><b>21<sup>st</sup> Century Life and Career</b></p> <ul style="list-style-type: none"> <li>• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> <li>• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</li> <li>• 9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> <li>• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</li> <li>• 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</li> </ul>
--	---	--

<b>Unit Poetry</b>	<b>Grade Level: 2</b>	<b>Time Frame: 4-6 weeks</b>
<b>Goals</b>	<b>Suggested Minilessons</b>	<b>Teacher's Notes</b>

**To Prepare for this unit:**

- **Feature Poetry Around Room**
- **Baskets of Poems available for student use**
- **Baskets of various objects (some for teacher only and some for student use)**  **Poetry Folders**
- **Printable versions of suggested poems can be found on the CD-ROM included in the Units of Study kits**

Poets analyze the structures of poetry to see poetry through the “eyes of a poet.”	1. Poets examine the craft of a poet by looking at things closely, caring about what they see and sometimes by making comparisons.	<input type="checkbox"/> “Pencil Sharpener” by Zoe Ryder White enlarged on chart (unit 2 pg. 6) <ul style="list-style-type: none"> <li>• “Ceiling” by Zoe Ryder White enlarged on chart paper (unit 2 pg. 8)</li> <li>• Reading Poetry Like a Poet anchor chart</li> <li>• Baskets of various different objects for student exploration</li> </ul>
	2. Poets examine the craft of poetry by paying attention to line breaks within the poem.	<input type="checkbox"/> “Aquarium” on pg. 16 enlarged with page breaks <input type="checkbox"/> Anchor chart
	3. Poets generate ideas for their poems by choosing topics that mean a lot to them and zooming in on one small thing, moment, object or image.	<input type="checkbox"/> Tiny notepads <ul style="list-style-type: none"> <li>• Excerpt from “Valentine for Ernest Mann” by Naomi Nye</li> <li>• Strategies Poets Use to Write Poems</li> </ul>

	4. Poets formulate ideas for poems by asking themselves, “Does this idea contain both strong feelings and concrete details?”	<input type="checkbox"/> Anchor charts
	5. Poets edit their poems by paying close attention to spelling and draw on strategies to fix their errors.	<ul style="list-style-type: none"> <li>• Model poem with spelling errors</li> <li>• “Give it a Shot” spelling chart</li> </ul>

Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems.	6. Poets think carefully about word choice by choosing words that match what they are trying to say.	<input type="checkbox"/> “Poetry Decisions that Strengthen Meaning” anchor chart <ul style="list-style-type: none"> <li>• Index cards</li> <li>• “Lullaby” by Kristine O’Connell George enlarged on chart paper</li> </ul>
	7. Poets make their poems clear by using repetition of words, sounds and lines.	<input type="checkbox"/> “Go Wind” by Lillian Moore enlarged on chart paper
		<input type="checkbox"/> Anchor chart
	8. Poets consider the mood of their poems by asking themselves, “Does the mood match the meaning?”	<input type="checkbox"/> “Way Down in the Music” by Eloise Greenfield enlarged <input type="checkbox"/> “Poem” by Langston Hughes enlarged
	9. Poets clarify feelings and ideas in poems by using comparisons	<input type="checkbox"/> Comparison Chart: “Ordinary Language” and “Comparative Language” <ul style="list-style-type: none"> <li>• Anchor chart</li> <li>• “Inside My Heart” by Zoe Ryder White enlarged on chart paper</li> </ul>

	10. Poets can stretch a comparison all the way through a poem by including actions that go along with it.	<input type="checkbox"/> “Lullaby” by Kristine O’Connell George enlarged <input type="checkbox"/> Anchor charts
Poets gain an understanding of how sound and structure relates to the meaning of their poems.	11. Poets experiment with different structures, specifically conversation and list poems, for writing poems by studying mentor poets.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Anchor chart “Maples in October” by Amy Ludwig VanDerwater enlarged</li> <li>Destiny by Kristine O’Connell George</li> </ul> <input type="checkbox"/> Bag of assorted items
	12. Poets revise poems by noticing what mentor authors have done and considering doing similar things within their own writing.	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Enlarged poems Reading a Poem with a Poet’s Eyes” anchor chart</li> <li>Student folders filled with mentor poems in a variety of structures</li> </ul>
	13. Poets chose structures for their poem by understanding the relationship between structure and meaning.	<ul style="list-style-type: none"> <li>Two teacher written poems</li> <li>Samples of student work</li> </ul>
	14. Poets write from a different point of view, other than their own by dropping their own voice and taking on the voice of another person or thing.	<ul style="list-style-type: none"> <li>Waiting Room Fish by Any Ludwig VanDerwater enlarged</li> <li>Mentor poems written from different points of view</li> </ul>
Poems develop strategies to revise and edit their poems	15. Poets revise their poems by asking themselves, “How can I make this work even better?” and look for opportunities to show, not tell.”	<input type="checkbox"/> Teacher written poems



	16. Poets edit their poems looking for trouble spots by asking themselves, "Does this sound right?"	☐ Teacher written poems that can be edited for sound
	17. Poets celebrate their poetry writing by reading their poems to various audiences.	