

**MENDHAM TOWNSHIP SCHOOLS
WRITING CURRICULUM
GRADE 2**

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive writing instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around essential components of writing such as a central idea; organization; supporting material; expression, word choice, and point of view; and spelling, grammar, and punctuation. Elements of each component are found at each grade level. Writing is the ability to communicate effectively through written language. In society today, the majority of communication is done through written language in the form of email, text messages, and the Internet. Students learn to communicate through writing using a variety of methods - whole group, small group, and individualized instruction. Each grade level utilizes a whole group approach for introducing and modeling an objective/skill which is then practiced using a mentor writing piece. Small group and individualization takes place when students apply the objective/skill to their own writing piece. Through each genre of writing, the students are empowered to effectively communicate their ideas in order to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of writing language to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 tasks, purposes, and audiences.

Grade 2 Unit 1: Launching with Small Moments

Stage 1: Desired Results

Unit Goals:

- Second grade writers see themselves as authors, valuing tiny moments from their lives.
- Second grade writers develop writing stamina by gradually increasing the amount of writing time each day.
- Writers get an idea of what it is like to go through the writing process and publish a piece at the end.
- Writers know the structures and routines of writing workshop.
- Writers plan their writing prior to drafting by telling stories one part at a time across fingers, touching each page and saying what happens, and sketching (NOT DRAWING) across pages in booklets (booklet pages have a box above for sketching and lines below for writing; sketches are done across pages first then students draft).
- Writers engage in partner work to improve their writing.
- Writers think of small moments from their lives to write about.
- Writers write small moment personal narrative stories.
- Writers understand and use the characteristics of the narrative text type.

Essential Questions:

How do writers come up with writing topics?

What are the structures and routines of writing workshop?

How do writers plan their writing?

How do writers work with partners to improve their writing?

What is a small moment?

How do writers generate small moment topics?

What is the writing process? (Collecting, Rehearsing, Drafting, Revising, Editing, Publishing, Celebrating).

Skills/Knowledge:

1. Students will be able to write with increased stamina (3-4 booklets with 3-5 pages during the course of the unit).
2. Students will be able to solve problems and write independently during writing workshop.
3. Students will be able to use a variety of strategies to plan (rehearse) their writing prior to drafting.

4. Students will be able to engage in partner talk to improve their writing.
5. Students will be able to write several small moment personal narrative pieces prior to selecting one to publish.
6. Students will be able to revise and edit their writing.

New Jersey Student Learning Standards:

NJSLSA.W.2.3

NJSLSA.W.2.5

NJSLSA.W.2.6

NJSLSA.SL 2.1-6

Stage 2-Assessment Evidence

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Immersion

1. Reading aloud small moment stories
2. Identifying the characteristics of narrative writing and complete summarizing framework (EW Expository and Opinion Guide pp. 21-25, 30-31, 37, 41-43)
3. Pulling out a small moment from a narrative story
4. Reading aloud stories and deciding if it is a small moment- or not
5. Discussing teacher modeled writing of a small moment

Structures and Routines-*Some of these can be taught during mid-workshop interruptions and/or share time.*

6. Writers prepare for writing workshop by...
 - having their writing folder and pencil on their desk prior to coming to the meeting area.
 - walking to the meeting area quietly and finding their carpet spots immediately.
 - re-reading the stories in their folder and deciding —Is this finished or can I make it better? before beginning to write a new piece.
7. Writers keep organized by...

- keeping current writing pieces on the right side of the folder and finished pieces on the left side of the folder.
 - putting the papers neatly in their folders making sure the pages are pushed to the outside edges of the folder so that the pages don't get wrinkled in the crease.
 - knowing where to find supplies at the writing center.
 - knowing what supplies are kept at the writing center and what supplies can be found in your desk.
8. Writers resist interrupting conferences by...
- asking a writing partner for help and getting right back to work.
 - knowing what is an emergency and what can wait until the teacher is free. (go over examples)
 - knowing what are problems you can solve on your own, such as sharpening pencils, getting more paper, etc.
 - checking the classroom resources such as charts or word walls

Collecting

9. Writers get an idea for a small moment by...
- writing the big idea on the watermelon and the smaller ideas on the seeds. Then they pick one of the seeds and write a story about just that one time.
 - thinking of one time they (or looking at their list of one time they)
 - i. were with a special person
 - ii. were doing something they loved
 - iii. had a strong feeling or emotion (A time they were scared, embarrassed, hurt, happy, proud, nervous, mad, excited, sad, injured, tickled, disappointed)
 - iv. were at a special place
 - v. did something for the first time
 - vi. when you realized something important

Rehearsing (formerly called planning/"writers rehearse before writing like actors rehearse before performing)

10. Writers get started writing a small moment by...
- planning out a story that happened to them across a storyboard. They do this by making a movie in their mind and sketching everything that happened first, next, next, etc. across pages (NO DRAFTING AT THIS TIME).
 - picking out the most important part from their storyboard. Then they make a movie in their mind and think of everything that happened during that one moment and sketch it out across another storyboard.

- Telling their story (from small moment boxes above) across the pages. They draw one event or glue each picture on each page and just write about that part.
 - Touching the pages, saying what will go on that page, sketching a quick picture on each page to hold the idea, and then writing words to go with each picture. (*Touch, Say, Sketch, Write Method*)
11. Writers plan their story by meeting with their partner and asking what did you write yesterday? Are you done or will you add on today? How will your story go?

Drafting

12. When writers finish rehearsing in at least two different ways, they then add words to their stories by unfolding the movie in their mind bit by bit.

Revising

13. When writers think they are finished they keep writing by ...
- re-reading their story to make sure it says what they want it to say
 - re-reading and adding another page
 - adding what the characters are saying to their drawings and/or writing
 - adding what the characters are thinking or feeling to their drawings and/or writing
14. Writers slow down time by ...
- picking the most important part and adding in what they thought or wondered. They make a movie in their mind and ask themselves, “What was I thinking and wondering during that one moment in time?”
 - picking the most important part and adding in what they said or heard. They make a movie in their mind and ask themselves what was I saying or what was I hearing during that one moment in time.
 - picking the most important part and adding in what they smell or feel. They make a movie in their mind and ask themselves what was I smelling or feeling during that one moment in time.
 - breaking up actions into smaller and more precise actions. Then envision what you actually do step by step (Example —I fell off my bike - would become...My front tire hit a rock in the road. The wheel stopped and my hands flew off the bars. The bike flew forward and I hit the ground.
 - Building suspense and anticipation in order to hook their reader and move their story along. (*Empowering Writers Narrative Guide Section 4*)
15. Writers show not tell our emotions by making a movie in our mind of what we were doing, thinking, or saying when they felt that way (facial gesture, body movement, dialogue, internal thinking). (see *EW Narrative Writing Guide Section 3*)

16. Partners can help their writing partner by asking...
- How are you going to make this better?
 - What will this be when it is finished?
 - Is there a part you can zoom in or stretch out?
 - Where is your favorite part in this piece
 - Who is —*they* in the story?
 - Where is this happening?
 - Who are the people in your story?
 - What does the place you are at look like?
17. Writers revise the beginning of their story by adding in the time of day and weather. They think about what the weather was like and when the story took place. Then they add in details to show what the weather was and what time of day it was so that the reader can make a mental picture. (Empowering Writers Narrative Guide Section 2)
18. Writers revise the beginning of their story by writing a lead sentence that grabs the reader's attention. Writers can do this by asking a question, using an action, using dialogue, and using sound effects. (Empowering Writers Narrative Guide Section 2)
19. Writers revise the ending of their story by wrapping up their story. They can do this by: sharing a feeling they had after the moment, answering the question they had at the beginning, or ending with the sound at the beginning. (Empowering Writers Section 6)
20. Writers revise the ending by ending with something they have learned or how they have changed. They reread the story and ask themselves, —What did I learn? or —How have I changed? (Empowering Writers Section 6)
21. Writers revise their story by adding an ending that reflects back with a thought or feeling about what happened instead of telling the next thing that happened. (Empowering Writers Section 6)
22. Writers revise their stories by taking away parts that are not about the small moment. They do this by thinking what is the one time my story is all about? Then they read their story and ask themselves, is this part about that one time? If not, then we take it out.
23. Writers revise their stories by using a checklist to make sure they have checked for all of the revision strategies. When they find the revision strategy in their story, then they write the page number that they found it on. If they don't find it in their story, then they use their revision pen and find a place to add it in.

Editing

24. Writers edit their stories by...
- re-reading their piece and checking for spacing between words.
 - re-reading their piece and checking to make sure letters are formed correctly.
 - Re-reading their piece and checking to make sure the word I is capitalized.

- checking to see that all of the word wall words are spelled correctly. They do this by reading their story backwards word by word looking to see if any of the words are on the word wall. Then they check to see if their spelling matches the spelling on the word wall.
- checking to see that all of the words are spelled correctly. They do this by reading their story backwards word by word looking to see if any of the words are misspelled. If so they go back and change them.
- Checking to see that sentences have ending punctuation. They do this by thinking about how they want their readers to sound when they read their story. Where do we want them to make their voices go down (period) or up (question)? Where do we want them to take a breath? Then they put the end mark to tell the reader how to sound.
- Checking to see that sentences begin with capital letters. They do this by finding the end marks and checking to see if the next letter is capital.
- Writers use a checklist to make sure they have checked their writing for correct conventions. If they find a mistake, they can use a special pen to make corrections on their drafts. After they correct each convention they can check it off to know it is complete.

Publishing:

25. Writers reread completed pieces and select one to fancy up and publish.
26. Writers make sure words are written neatly and they may add color to their sketches.
27. Writers add covers to published pieces that include a title, author's name, and date.

Celebrating:

Writers share their published piece with the writing community.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

Strategic Writing Conferences; Smart Conversations that Move Young Writers Forward, Carl Anderson, 2008.

A Curricular Plan for the Writing Workshop, Grade 2; Common Core Reading and Writing Workshop, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Launch a Primary Writing Workshop; Getting Started with Units of Study for Primary Writing, Grades K-2, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2010

Lessons from the Masters: Improving Narrative Writing, Grade 2, Amanda Hartman and Julia Mooney, Heinemann, 2013

The Comprehensive Narrative Writing Guide, Barbara Mariconda and Dea Paoletta Auray, Empowering Writers, 2004

Interdisciplinary Connections

Writing is a foundational skill with cross curricular ties across all content areas.

Social Studies:

- SOC 6.1.P.B.2.- Describe, identify and discuss the roles and duties of a range of community members.
- Students will write a small moment narrative from the perspective and point of view of a community member- policeman, firefighter, doctor etc.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 2 Unit 2: Narrative Stories with Meaning and Significance; Developing the Heart of the Story

Stage 1: Desired Results

Unit Goals:

- Writers improve their writing skills by writing longer, more meaningful small moment personal narratives that include a variety of detail (action, setting, dialogue, feelings/internal thought).
- Writers identify the heart of their story (the most important part of their story) and elaborate that part by slowing down the action so the reader really pays attention.
- Writers will strengthen their writing by using the technique show don't tell to add meaningful details.

Essential Questions:

How do writers write long and strong?

How do writers stretch out the heart of the story?

What types of details do writers include in their writing? (action, setting, dialogue, internal thought)

Skills/Knowledge:

Students will be able to identify the most important part of their story (the most important part is known as the *heart of the story*).

Students will be able to use four different types of detail to lengthen their stories.

Students will be able to use tension and/or suspense to keep their readers engaged in the story.

Students will be able to write strong endings that include lessons that the characters have learned.

New Jersey Student Learning Standards:

NJSLSA.W.2.3

NJSLSA.W.2.5

NJSLSA.W.2.6

NJSLSA.SL 2.1-6

Stage 2-Assessment Evidence

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

1. Writers have strategies for making their writing long and strong. For example, they recall a Small Moment story they've experienced—one they're keen to write—and think, 'How did it start? What happened first?' then sketch or jot notes across the pages of our booklet and then write the story, making sure to stretch out the story, tucking in important little details.
2. Writers stretch out a story by setting goals for writing a whole page (or a longer amount that we've already written).
3. Writers make sure that the most important part in our story (a/k the heart of the story) is filled with details that help the reader know exactly what is happening and why. "One way we do this is to find the heart of our story. We can think about the part that has the biggest meaning and is the most important to us and then make sure it has the kind of details that will help to situate the reader." (Empowering Writers Narrative Guide Section 5)
4. Writers want to make a small moment big, so they rewrite the parts of their stories where we they had strong feelings, showing exactly what happened first and how they reacted, then what happened next and how they reacted. (see EW Narrative Writing Guide Section 3)
5. Writers check their work to make sure each part of their story has details that show feelings. They read their stories to their friends and ask them what feeling they get in different parts." (see EW Narrative Writing Guide Section 3)
6. Writers keep their readers 'hooked' on their stories by not saying how they feel right away. Instead, they slow down the big problem to create some tension. (see EW Narrative Writing Guide Section 3)
7. Writers keep readers at the edge of their seats, wondering, 'What will happen next?' One way writers do this is by making their stories come alive and telling each part bit by bit. Partners help writers envision how each bit goes and by acting it out and writing notes on the actions. (see EW Narrative Writing Guide Section 3)
8. Another way writers keep readers at the edge of their seats is by weaving little bits throughout the story about how the character is feeling or about what the character is thinking. This gives the reader clues about the story, encouraging them to read on, anticipating what will happen next. (see EW Narrative Writing Guide Section 3)

9. Another way writers can give readers that ‘Oh my goodness! What is going to happen?’ feeling, is to introduce the problem at the beginning of our stories and then complicate it (make it even bigger!) as the story moves forward.
10. Writers always use everything they know about good writing to create a plan to make their stories even better.
11. Writers give their stories powerful endings by sharing the lesson that the character learns.
12. Writers reread their writing to make sure all the parts fit together. They reread one part and stop and ask themselves, ‘Does this part go with the last part I just read?’ If it does, they can continue to read the next part. If it does not, they need to take out extra writing that does not belong or add in writing to make the parts fit.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

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Interdisciplinary Connections
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
Integration of 21st Century Skills and Life and Career Standard
CRP1, 2, 4, 6, 8, 11
Integration of the Technology Standard
NJSLS.8.1

Grade 2 Unit 3: Authors as Mentors

Stage 1: Desired Results

Unit Goals:

- Writers look closely at the work of one published writer and learn to let that writer function as a mentor.
- Writers embark on a life of noticing craftsmanship and then applying that craft to their own work, lifting the quality of their writing by doing so.
- Writers write with increased stamina and productivity (second graders will be writing approximately half a dozen booklets, each with five pages and approximately one paragraph per page, during this unit).

***A word of caution:** This unit is about strengthening narrative craft. It is *not* a unit for writers to craft adaptations of an author's book. If you are studying Kevin Henkes as a mentor author, your writers will *not* walk away with eight to ten versions of "Sammy Worried" stories where they themselves worry and worry themselves into a tither, only to find a best friend with similar issues and find a place in the world.

Essential Questions:

What is a mentor? What is a mentor text?

How can writers use mentor texts to improve their own writing?

What craft techniques do writers use?

How do writers increase stamina and productivity?

Skills/Knowledge:

Students will be able to identify craft techniques in writing by published authors.

Students will be able to include a variety of writing crafts in their small moment personal narratives.

Students will be able to use strategies that increase stamina and productivity

New Jersey Student Learning Standards:

NJSLSA.W.2.3

NJSLSA.W.2.5

NJSLSA.W.2.6

NJSLSA.SL 2.1-6

Stage 2-Assessment Evidence

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

NOTE: Before beginning the unit, decide on a mentor author and one or two mentor texts by that author (Recommended second grade mentor authors...Kevin Henkes, Angela Johnson, Mo Willems).

*Refer to “Authors as Mentors” in Lucy Calkins’ *Units of Study for Primary Writing*

1. Writers notice that published authors write about small moments too.
2. Writers jot down small moment topic ideas into their tiny notepads.
3. Writers plan their stories by telling their story across three to five fingers to a partner.
4. Writers study mentor texts to learn craft techniques (Ellipses create dramatic tension).
5. Writers apply craft techniques to their own writing (Writing with ellipses).
6. Writers study mentor text to learn craft techniques (Comeback lines).
7. Writers apply craft techniques to their own writing (Writing comeback lines).
8. Writers revise by adding research details, as the mentor writer has done.
9. Writers revise to include craft techniques that they did not originally use.
10. Writers seek out additional authors to serve as mentors and look for craft techniques that can be applied to their own writing.
11. Writers edit using an editor’s checklist (refer to the checklist developed in the prior unit; students are held accountable for all editing skills taught in prior units).
12. Writers include “About the Author” blurbs.

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Interdisciplinary Connections

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 2 Unit 4: Opinion Writing: Persuasive Reviews

Stage 1: Desired Results

Unit Goals:

- Writers write several persuasive reviews with their audience in mind.
- Writers determine claims for their reviews and their writing supports those claims.
- Writers share their reviews with the world.

Essential Questions:

What are the characteristics of the opinion text type?

What is a persuasive review?

How can writers persuade their audience?

How can persuasive reviews be more *persuasive*?

How can reviewers grab people's attention?

Skills/Knowledge:

Students will be able to consider their audience when writing persuasive reviews.

Students will be able to elaborate their reviews by including specific details.

Students will be able to use persuasive language to persuade their readers.

Students will be able to write leads/openings that grab the reader's' attention.

Students will be able to state a claim about a topic and support that claim with specific details.

New Jersey Student Learning Standards:

NJSLSA.W.2.1

NJSLSA.W.2.5

NJSLSA.W.2.6

NJSLSA.SL 2.1-6

Stage 2-Assessment Evidence

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Part 1: Getting Kids Started Writing Lots and Lots of Reviews

1. Writers recognize and identify the characteristics of the opinion text type.
2. Writers will be introduced to the Opinion Pillar as a guide to organize and elaborate their opinion pieces. (Empowering Writers Expository and Opinion Guide pages 10-13)
3. Writers will use critical thinking skills to generate, sort, and categorize broad yet distinct main ideas. (Empowering Writers Expository and Opinion Guide pages 102-109)
4. Writers write to share our opinions with the world. We write about the people, places, and things we like and don't like—musical groups, restaurants, games, movies, books, vacation spots, shows, and songs, and we put our opinions down on paper to convince others why something is exceptionally great, terrible, or just okay.
5. Writers think, 'How can I convince my audience? What details and reasons will persuade those people? What do they need to know?' and we write lots of details and reasons to support our argument.
6. Writers organize their opinion pieces around broad yet distinct main ideas/reasons that are effectively elaborated. (Empowering Writers Expository and Opinion Guide Section 2)
7. Writers write reviews that people want to read. It often helps if those reviews sound like you are *talking* to the reader. For this to happen, try saying what you are going to write in your mind. You can touch the part of the page on which you might be writing something, and say out loud what you plan to write before putting the words on the page.
8. Writers reread and find places where we may have left out a word or idea. Then we quickly pick up our pens and add in those words so our readers will understand and care as much as we do.

Part 2: Making Reviews More Persuasive: Adding Details and More Specific Language, and Using Mentor Texts

9. Writers use lots of details, precise language, and word referents to help our reader envision our experiences. We can use our senses to describe ambiance and foods, and action to explain scenes in video games, books, and movies. We can use character traits to describe people. We may even try some show-not-tell to describe the way songs, books, and movies make us feel. (Empowering Writers Expository and Opinion Guide Section 3)

10. Critics not only include reasons, we can also give examples, specific details (like when, where, how, how much), and make comparisons. For example, we can say, 'Unlike the Kindle, the Nook is lighter and thinner, which makes it easier to carry. It weighs only eleven ounces and is a half-inch thick, whereas the bulkier Kindle . . .'
11. Aside from details and descriptive language, writers can also include a Small Moment story that story tells our experience.
12. Writers often try out different introductions to pick the introduction that sounds most impressive or persuasive.

Part 3: Getting Our Reviews Ready to Share with the World

13. Writers choose their best work for revision. We reread each of our reviews carefully to decide which ones to publish. If a writer thinks, 'I'm completely done with this review, there is not one thing I want to change,' that is not the right piece to choose for publishing. Writers choose pieces that we want to revise.
14. When reviewers reread to revise reviews, we often think about taking away irrelevant, extraneous details that don't support our claim. We ask ourselves, 'Do I have any details that *don't* support my idea/opinion?' and then we cross those parts out.
15. Writers choose the strategies that will make our writing more persuasive. When we reread to revise our reviews we think, 'Should I add more reasons to express my opinion? Should I envision the scene and add more descriptive details to give a clearer picture? Should I add more specific details?' Then we decide which strategies we will use to make our review more persuasive."
16. Writers revise the beginnings of our reviews to make them more persuasive. We can choose from a few different strategies to do this. We can start by explaining our expertise so people trust our opinions ('I eat pizza *at least* twice a week and I know a good pizza when I have it'), by quoting experts like the chef at the restaurant, or by asking the reader a question ('Are you a thrill seeker or roller coaster enthusiast?'). (Empowering Writers Expository and Opinion Guide pages 291-329)
17. Writers revise the endings of our reviews to make sure they restate the main ideas/reasons. (Empowering Writers Expository and Opinion Guide pages 330-368)
18. Writers use editing checklists when rereading reviews to make sure that they are ready to share with the world. You can check to see if all of the word wall words are spelled correctly, that you used your best spelling, that your sentences as well as any proper nouns or titles begin with capital letters, and that you ended your sentences with punctuation that makes sense.
19. Writers try to quickly catch the reader's attention and publish in ways that are persuasive. Some reviewers add real photographs or rating systems like three stars, five doughnuts, or catchy titles. Writers often study what other reviewers have done to gather inspiration for how to publish our own work.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
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- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

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Writing About Reading Grade 2, Shanna Schwarz, Alexandra Marron, and Elizabeth Dunford, Heinemann, 2013

Interdisciplinary Connections

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Integration of 21st Century Skills and Life and Career Standard
CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard
NJSLS.8.1

Grade 2 Unit 5: Expert Projects; Informational All About Books

Stage 1: Desired Results

Unit Goals:

- Writers understand and use the characteristics of the expository text type.
- Writers develop knowledge and expertise in a science or social studies topic by reading and writing informational texts.
- Writers analyze text features and structures to guide their writing of informational texts (Diagrams, Labels, How-To, Different Kinds of..., Table of Contents, Index, Glossary, What is...? etc.).
- Writers share their knowledge and expertise in a science or social studies topic by writing an *All About Book* about the topic.

Essential Questions:

How do expository and narrative texts differ?

How can you become an expert on a topic?

What types of text features do expository writers use?

How do writers of nonfiction research new information?

What prompts extend my thinking and writing of nonfiction topics?

Skills/Knowledge:

Students will be able to write expository texts using the characteristics of this text type.

Students will be able to conduct research to learn more about a topic.

Students will be able to identify the text features and structures of expository writing.

Students will be able to use prompts to deepen their thinking about a science or social studies topic.

New Jersey Student Learning Standards:

NJSLSA.W.2.2

NJSLSA.W.2.5

NJSLSA.W.2.6

NJSLSA.W.2.7

NJSLSA.W.2.8

NJSLSA.SL 2.1-6

Stage 2-Assessment Evidence

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

1. Writers read expository text to identify structures and features of expository text. (Empowering Writers Expository and Opinion Guide pages 19-29 and 30-39)
2. Writers recognize and understand the differences between the three main text types: narrative, opinion, and expository. (Empowering Writers Expository and Opinion Guide pages 67 - 71)
3. Writers will be introduced to the Expository Pillar as a guide to organize and elaborate their expository pieces. (Empowering Writers Expository and Opinion Guide page 13)
4. Writers decide on a topic and list and categorize what they know into broad yet distinct main idea categories (Empowering Writers Expository and Opinion Guide pages 117-122).
5. Writers conduct research from various text and digital sources related to their topic.
6. Writers use visual clues such as illustrations and photographs to bring details to life and to generate research questions. (Empowering Writers Expository and Opinion Guide pages 234-238)
7. Writers learn to find needed information from charts, graphs, diagrams, timelines, bulleted lists, and other text features. (Empowering Writers Expository and Opinion Guide pages 239-247, 255-265)
8. Writers learn how to identify expert opinions and statistics within written texts (Golden Bricks) to add more powerful details to their expository text. (Empowering Writers Expository and Opinion Guide pages 266 - 274)
9. Writers learn how to find needed information and take notes from multiple sources. (Empowering Writers Expository and Opinion Guide pages 248 -254, 275-288)
10. Writers of nonfiction write a table of contents to plan the chapters of their all about books.
11. Writers select specific types of paper formats when writing the different chapters of their books.
12. Writers recognize how appropriate details can support a broad yet distinct main idea as they apply this to their writing. (Empowering Writers Expository and Opinion Guide pages 72-94, 142-145)

13. Writers compose interesting, complete topic and concluding sentences for each main idea. (Empowering Writers Expository and Opinion Guide pages 155-166, 292-324)
14. Nonfiction writers include facts that teach using detail generating questions. (Empowering Writers Expository and Opinion Guide pages 198-229)
15. Writers of nonfiction revise their writing after researching information about the topic.
16. Writers revise the chapters of their nonfiction writing by writing long using the following prompts to extend their writing...*The important thing to know is....What might surprise you is...*
17. Writers revise their nonfiction writing by asking themselves, “Does anything in this chapter belong elsewhere? Do any of my main ideas/reasons overlap?” (Empowering Writers Expository and Opinion Guide pages 125-138)
18. Writers restate topic sentences to create an introduction paragraph. (Empowering Writers Expository and Opinion Guide pages 325 - 329)
19. Writers restate main ideas and main reasons in their conclusion paragraphs. (Empowering Writers Expository and Opinion Guide pages 330 - 340)
20. Writers will celebrate their expository piece by sharing it with their writing community.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

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The Comprehensive Expository and Opinion Writing Guide for Grades 2 and 3, Cynthia Williamson, Empowering Writers, 2014

Lab Reports and Science Books, Lucy Calkins, Lauren Kolbeck, and Monique Knight,

Grade 2 Unit 6: Fairy Tale Adaptations: Strengthening Narrative Writing

Stage 1: Desired Results

Unit Goals:

- Writers develop narrative writing skills by writing adaptations of famous fairy tales.
- Writers can devise lessons for their readers and embed those lessons into their fairy tale stories.

Essential Questions:

What are the elements of fairy tales?

What is fairy tale language?

How do writers write fairy tales?

How do writers write from a different character's point of view?

Skills/Knowledge:

Students will be able to write fairy tales.

Students will be able to include a lesson for their reader within their fairy tale stories. Students will be able to describe the different point of view of characters.

New Jersey Student Learning Standards:

NJSLSA.W.2.2

NJSLSA.W.2.3

NJSLSA.W.2.5

NJSLSA.W.2.6

NJSLSA.SL 2.1-6

Stage 2-Assessment Evidence

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

**Immerse students in the genre of fairy tales by reading many fairy tales, especially adaptations of the same ones from different cultures. RL 2.2.*

1. Writers can get started planning their very own adaptation of a fairy tale by thinking, ‘What would I like to change?’ and ‘How will the change affect all the parts of my story?’ Writers plan out their stories, either in a booklet or storyboard.
2. Writers make many important decisions while writing their fairy tale. Writers ask themselves, ‘Why am I rewriting this fairy tale?’ ‘Who am I writing it for?’ and ‘What is it, exactly, that I am trying to say?’

Example: “Sometimes, we rewrite a familiar tale because we disagree with the way the tale has stereotyped girls, with the good ones always being beautiful and the bad ones always being ugly, or authors may disagree with the way wolves, foxes, or stepmothers are stereotyped as nasty, evil, and mean. Sometimes authors rewrite a tale so that it makes more sense to readers who live in different places or in other cultures.”

3. Writers choose one of their plans, take the number of pages they need to make a book, transfer their ideas from their planning booklets by jotting a note in the margin or sketching a quick picture on each page, and begin writing using everything we know about storytelling, fairy tale language, and narrative writing skills.
4. Fairy tale writers also teach readers a lesson. They think, ‘What do I want my reader to learn?’
5. Writers adapt a story by writing a whole new version of the fairy tale from a different character’s point of view (like *The True Story of the Three Little Pigs*).

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- The teacher will individually conference with each student to address specific needs of the reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

<p>List of Core Instructional and Supplemental Materials (Various Mentor Texts):</p> <p><u>Strategic Writing Conferences; Smart Conversations that Move Young Writers Forward</u>, Carl Anderson, 2008.</p> <p><u>A Curricular Plan for the Writing Workshop, Grade 2; Common Core Reading and Writing Workshop</u>, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011</p> <p><u>Launch a Primary Writing Workshop; Getting Started with Units of Study for Primary Writing, Grades K-2</u>, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2010</p> <p><u>Lessons from the Masters: Improving Narrative Writing, Grade 2</u>, Amanda Hartman and Julia Mooney, Heinemann, 2013</p> <p><u>The Comprehensive Narrative Writing Guide</u>, Barbara Mariconda and Dea Paoletta Auray, Empowering Writers, 2004</p>
<p>Interdisciplinary Connections</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Integration of 21st Century Skills and Life and Career Standard</p> <p>CRP1, 2, 4, 6, 8, 11</p>
<p>Integration of the Technology Standard</p> <p>NJSLS.8.1</p>

Grade 2 Unit 7: Writing About Reading: Opinions About Books

Stage 1: Desired Results

Unit Goals:

- Writers develop opinions about their reading - learning to state opinions clearly and retelling their stories so that their opinions make sense to readers.
- Writers raise the level of their letter writing by close reading as a way to spark new ideas and to push themselves to deepen their thinking using their Post It notes to elaborate their pieces.
- Writers begin to move away from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards by incorporating quotations for further text evidence, making comparisons between books across collections of books, as well as adding introductions and conclusions.

Essential Questions:

How can I write lots of letters to other readers that tell my opinion about characters?

How can I get better at writing in ways that make people agree with my opinions?

How can I strengthen my writing muscles so that I am better at giving evidence to support my opinions?

How can I tuck in better retelling, quoting and discussing the details of the book?

How can I do really important things with my opinion writing, like writing nominations for my favorite books that convince others to care about those books too?

Skills/Knowledge:

Writers will express their opinions about their characters and their books.

Writers will try to convince their audience using text evidence to support their opinions.

Writers will write letters to express their opinions to read and care about their books.

Writers will be able to consider their audience when writing persuasive reviews.

Writers will be able to elaborate their reviews by including specific details.

Writers will be able to use persuasive language to persuade their readers.

Writers will be able to write leads/openings that grab the reader's' attention.

New Jersey Student Learning Standards:

NJSLSA.W.2.1

NJSLSA.W.2.5

NJSLSA.W.2.6

Stage 2-Assessment Evidence

Assessment:

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- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Bend I: Letter Writing: A Glorious Tradition

1. Writers are inspired by their reading and reach out to others to share their ideas about characters.
2. Writers use conversation as rehearsals for writing, and are mindful of their writing energy.
3. Writers look closely at the pictures in their books to help them develop opinions.
4. Writers retell part of the story in order to help their readers fully understand their opinion.
5. Writers write with a specific audience in mind, angling their writing toward their readers and writing as if they are talking to them
6. Writers use checklists to make sure they are doing everything they know how to do to make their opinion pieces the best they can be and they set goals for themselves to become even better opinion writers

Bend II: Raising the Level of Our Letter Writing

7. Writers can 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.
8. When writing about reading, writers read closely and carefully, paying attention to details that others may pass over, then use these details to grow new ideas.
9. Writers look for multiple pieces of evidence to support each idea when supporting opinions about a text.
10. Writers can turn to mentor texts whenever they have a question about writing, inquiring into how and why an author uses capital letters.
11. Writers often add fun little extras to fancy up their writing and draw in and entertain their readers.

Bend III: Writing Nominations and Awarding Favorite Books

12. Writers of nominations choose topics that they have strong opinions about, making cases for them by including evidence.

13. Writers use specific evidence from the book to support their thinking, sometimes using the portion of the text that proves their opinion by adding directly to their writing through the use of quotation marks.
14. Writers often make comparisons to support their opinion, comparing characters, series, or kinds of books to explain why they think one is better or best.
15. Writers use mid-sentence punctuation to help highlight ideas for their readers.
16. Writers read and study the work of other writers and then try to incorporate what they have learned into their own writing, focusing on the writing introductions and conclusions.
17. Writers use tools to help them evaluate their writing, figure out what they are doing well and then make a plan for what they want to do better.
18. When writers meet one goal, they set a new goal for themselves, working continuously to get better.
19. Writers share their books and nominations with an audience, in the hopes of convincing them to read the book they love.

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CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Pacing Guide

<u>Unit</u>	<u>NJSLS</u>	<u>Duration (Months)</u>
1	NJSLSA.W.2.3 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.SL 2.1-6	September MP 1
2	NJSLSA.W.2.3 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.SL 2.1-6	October - November MP 1
3	NJSLSA.W.2.3 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.SL 2.1-6	December - January MP 1 & 2
4	NJSLSA.W.2.1 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.SL 2.1-6	January - February MP 2
5	NJSLSA.W.2.2 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.W.2.7 NJSLSA.W.2.8 NJSLSA.SL 2.1-6	February - March MP 3
6	NJSLSA.W.2.2 NJSLSA.W.2.3 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.SL 2.1-6	March - April MP 3 & 4
7	NJSLSA.W.2.1 NJSLSA.W.2.5 NJSLSA.W.2.6 NJSLSA.SL 2.1-6	May - June MP 4