MENDHAM TOWNSHIP SCHOOLS
WRITING CURRICULUM
GRADES K-2

Curriculum Committee:
Julianne Kotcho, Principal
Darlyne Pieper, Second Grade Teacher
Theresa Milow, Second Grade Teacher
Amy Williamson, First Grade Teacher
Carolyn Allen, KDGN Teacher

Revised July 2016
<table>
<thead>
<tr>
<th>Unit Goals</th>
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<tbody>
<tr>
<td>● Writers see themselves as authors, writing from experiences in their lives.</td>
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<tr>
<td>● Writers develop writing stamina by gradually increasing the amount of writing time each day.</td>
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<td>● Writers use what they know about letters and sounds to spell words when they write.</td>
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<tr>
<td>● Writers learn the structures and routines of writing workshop.</td>
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<td>● Writers think of experiences from their lives to write about.</td>
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<tr>
<td>● Writers begin drafting with either pictures or words to indicate beginning, middle, and end of their experiences.</td>
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<table>
<thead>
<tr>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>What are the routines of writing workshop?</td>
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<tr>
<td>How do writers write stories?</td>
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<table>
<thead>
<tr>
<th>Skills/Knowledge:</th>
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<tbody>
<tr>
<td>Students will be able to put ideas on paper with pictures</td>
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<tr>
<td>Students will be able to put ideas on paper with pictures and labels</td>
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<tr>
<td>Students will be able to put ideas on paper with pictures and short sentences</td>
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<tr>
<td>Students will be able to stretch out words to write even more sounds</td>
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<tr>
<td>Students will be able to add more details to pictures and sentences</td>
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<tr>
<td>Students will be able to plan and tell stories across pages</td>
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<table>
<thead>
<tr>
<th>Common Core Standards for ELA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.2,3,5,6,7,8</td>
</tr>
<tr>
<td>W.1.2, 3</td>
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<tr>
<td>SL.K.1-6</td>
</tr>
</tbody>
</table>
Stage 2-Assessment Evidence

Observations
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

BEND I We Are All Writers

Session 1: We are All Writers: “Putting Ideas on Paper with Pictures and Words”
*Use pictures and words to tell about something you know
Mentor text - Freight Train by Donald Crews

Session 2: Writers Know that: “When We Are Done, We Have Just Begun”
*Look back at your writing and add more

Session 3: “Carrying on Independently as Writers”
*Come up with solutions to their problems and carry on writing
TOOLS - Give each child folder for their writing and date stamps on tables

Session 4: “Writers Call to Mind What They Want to Say, Then Put That onto the Page”
*Picture what you want to write about first and then put all of the details onto the page

Session 5: “Stretching Out Words to Write Them”
*Say words slowly to hear sounds (compare sounding out words to stretching out a rubber band)

Session 6: “Writing Even Hard-to-Write Ideas”
*Don’t quit, even when your idea is hard to draw or write, keep trying

BEND II Writing Teaching Books

Session 7: “Turning Pieces into Scrolls and Books”
*Add more pages to your book when you want to teach more

Session 8: “Planning Teaching Books Page by Page”
*Plan how your book will go
| Session 9: “Asking and Answering Questions to Add More”  |
| *Writing partners help each other |
| Session 10: “Stretching Out Words to Write Even More Sounds”  |
| *Say words slowly over and over to hear sounds  |
| TOOL- Give each child a mini alphabet chart to keep in folders |
| Session 11: “Letter to Teachers: Making Writing the Best It Can Be”  |
| *Demonstrate using a checklist |

**BEND III Writing Stories**

| Session 12: “Getting Ideas for Stories and Practicing Storytelling”  |
| *Tell stories to to prepare to write  |
| Mentor Text - Creak! Said the Bed |
| Session 13: “Planning Stories Page by Page: Planning and Telling Stories Across the Pages”  |
| *Touch each page to plan story |
| Session 14: “Adding More Details to Pictures and Stories”  |
| *Add details to pictures - Where? Who? What? |
| Session 15: Letter to Teachers “Stretching and Writing Words: Hearing and Recording Sounds in Sequence”  |
| *Slow like a turtle chart |
| Session 16: “Bringing our Writing to Life: Adding Dialogue with Speech Bubbles”  |
| *Speech Bubbles  |
| Mentor Text - Mo Willems Elephant & Piggy books |
| Session 17: “Using Everything to Make Pieces the Best They Can Be”  |
| *reread stories |

**BEND IV Prepare for Publication**

| Session 18: “Editing”  |
| *rereading words and rewriting them to make their writing more readable to themselves and others |
| Session 19: “Letter to Teachers: Reading Into the Circle: An Author’s Celebration”  |
| *share |
### Differentiation

- The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

### Resources

* Mentor Texts - **Freight Train** by Donald Crews, **Creak Said The Bed** by Phyllis Root, Elephant and Piggy Books by Mo Willems

* **Launching The Writing Workshop**  
  Lucy Calkins and Amanda Hartman 2013

* **Writing Pathways Grades K-5**  
  Lucy Calkins 2013
Grade K Unit 2: Writing for Readers

**Stage 1: Desired Results**

**Unit Goals:**
- Writers will write in sentences.
- Writers will reread their work.
- Writers will use tools such as vowel chart, word wall and checklists.
- Writers will work in partnerships.
- Writers will choose one piece to publish and share.

**Essential Question:**
How can we capture our reader’s attention through writing?

**Skills/Knowledge:**
Students will be able to write stories people can really read.
Students will be able to use the word wall to help them create a story others will want to read.
Students will use pictures to help them match their writing.
Students will be able to use pictures to help them match their writing.
Students will be able to create amazing beginnings for their stories to capture their readers.
Students will be able to write endings with feeling.

**Common Core Standards for ELA:**
- W.K.3, 5, 6, 7
- W.1.3
- S.L.K.1-6

**Stage 2-Assessment Evidence**
- Observations
- Writing Conferences
- Writing Pieces
- Scored Published Piece (using appropriate rubric)

**Stage 3- Learning Plan**
<table>
<thead>
<tr>
<th>Session 1: “Writing For Readers”</th>
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<tbody>
<tr>
<td>*Reread writing to see if it makes sense</td>
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<table>
<thead>
<tr>
<th>Session 2: “How to Write True Stories That Readers Really Want to Read”</th>
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<tr>
<td>*Using anchor charts</td>
<td></td>
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<tr>
<th>Session 3- “Drawing Stories for Readers”</th>
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<tbody>
<tr>
<td>*Draw and talk about their story. A sketch holds your idea then write words</td>
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<tr>
<th>Session 4: “Writing Sentences that Tell a Story”</th>
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<tr>
<td>*Transition from drawing to sentences -</td>
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<tr>
<th>Session 5: “Power of Rereading”</th>
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<tr>
<td>*Flipping back and forth between being a writer and a reader. TOOL - pencil, switch between writing with the lead point and eraser to tap and read words.</td>
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<tr>
<th>Session 6: “Checklists Can Help Writers Make Powerful Stories”</th>
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<tr>
<td>*Using checklist</td>
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<tr>
<th>Session 7: “A Vowel Chart Can Help with The Middles of Words”</th>
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<tbody>
<tr>
<td>*Using vowels to spell the middle (vowel chart)</td>
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<tr>
<th>Session 8: “Writing Readable Stories using Word Walls”</th>
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<tr>
<td>*Using sight words, traveling word walls</td>
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<tr>
<th>Session 9: “Writing Stories with True Words: Making Stories Talk”</th>
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<tbody>
<tr>
<td>*Using storytelling words Ex: One day, Next, Then, Suddenly, At last, Later, Finally</td>
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<tr>
<th>Session 10: “Using Reading Partnerships to Support More Conventional Writing”</th>
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<tr>
<td>*Using partners to help your writing</td>
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<tr>
<th>Session 11: “Letters To Teachers: Using a Partner to Hear More Sounds in Words”</th>
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<tbody>
<tr>
<td>*Partner will read your story and point out our words that are missing sounds, work together to sound out words.</td>
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<thead>
<tr>
<th>Session 12: “Putting It Together: How to Make Readable Writing”</th>
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<tbody>
<tr>
<td>*Reflect on past work, move forward in their writing.</td>
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</table>
### BEND III Partnering for Revision: Making Stories More Fun to Read

**Session 13: “Writers Search Their Mental and Drawn Pictures to Make their Stories Better”**
*Revising their pictures

**Session 14: “Writers Use Flaps To Make Better Stories”**
*Tools to edit the draft (paper flaps)

**Session 15: “Writing Amazing Story Beginnings”**
*Strong leads by studying mentor texts (A Chair for My Mother by Vera B. Williams, Owl Moon by Jane Yolen and other familiar texts with strong leads)

**Session 16: “Writers Work with Partners to Answer Reader’s Questions”**
*Students are writing teachers too! - Peer partnerships listen to writer’s draft, trying to really understand it, notice the place when you go, Huh? And help writer make it clear

### BEND IV Preparing for Publications

**Session 17: “Writer’s Use all They Know to Select and Revise a Piece to Publish”**
*Choosing story to share with the world, use what you know to make story come to life and easy to read

**Session 18: “Ending with Feelings”**
*Writing endings that have feeling
Mentor Text - Koala Lou by Mem Fox or another book that demonstrates ending a story with a feeling

**Session 19: “Writer’s Make Their Pieces Beautiful to Get Ready for Publication”**
*Making a piece beautiful
1- add missing bits to your drawings 2- add color to your pictures 3 - check your words to make sure they are not too messy to read

**Session 20: “ A Final Celebration: Bringing True Stories to Life”**
*Share on a bulletin board

### Differentiation
- The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources**
*Mentor Texts - Koala Lou* by Mem Fox or another book that demonstrates ending a story with a feeling, *A Chair for My Mother* by Vera B. Williams, *Owl Moon* by Jane Yolen and other familiar texts with strong leads

* Writing For Readers-
  Lucy Calkins and Natalie Louis
*Writing Pathways Grades K-5
  Lucy Calkins and Natalie Louis

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**Grade K Unit 3: How - To Books: Writing to Teach Others**

**Stage 1: Desired Results**

**Unit Goals:**
• Writers will identify the difference between writing that tells a story (narrative writing) and writing that teaches (procedural writing)
• Writers will choose activities they know how to do to write many how-to books.
• Writers will write out steps that will teach readers how to do something.
• Writers will draw illustrations that will help teach readers how to do something.
• Writers will work with partners to determine the accuracy of their how-to’s.
• Writers will use transitional words to help readers follow the steps in their how-to’s.

**Essential Questions:**
• What is a how-to book?
• How do I generate ideas for how-to books?
  * How do I practice telling the steps in a how-to book?
• How do I write out the steps in a how-to book?
• How do I draw pictures that will help readers understand the steps in my how-to book?
• What words can I use to help readers follow the steps in my how-to book?
Skills/Knowledge:
• Students will be able to practice writing their how-to’s by saying the directions that they will write out loud.
• Students will be able to draw illustrations that will help teach the reader.
  * Students will be able to act out their how-to’s to help them write down the steps in the procedure.
• Students will be able to write clear steps across pages
  *Students will be able to label diagrams and use the word YOU in their writing

Common Core Standards for ELA:
W.K. 2,5,6,7,8
SL.K. 1-6
W.1.2, 3, 7

BEND I Writing How-To Books, Step by Step

Session 1: “Writers Study the Kind of Writing They Plan to Make”
*Compare and contrast narrative and how to mentor books.

Session 2: “Writers Use What They Already Know: Touching and Telling the Steps Across the Pages”
*Telling steps of the how to book.

Session 3: “Writers Become Readers, Asking, “Can I follow this?”
*Reread to make changes
<table>
<thead>
<tr>
<th>Session 4: “Writers Answer a Partner’s Questions”</th>
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<tbody>
<tr>
<td>*Peer partnerships are wonderful helpers</td>
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<tr>
<th>Session 5: “Writer’s Label their Diagrams to Teach Even More Information”</th>
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<tr>
<td>*Add information by labeling pictures</td>
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<tr>
<th>Session 6: “Letter to Teachers: Writer’s Write As Many Books as They Can”</th>
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<tr>
<td>*Spelling tricky words as best you can and moving on</td>
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<tr>
<th>Session 7: “Writer’s Reflect and Set Goals to Create their Best Information Writing”</th>
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<tbody>
<tr>
<td>*Information writing checklist to set writing goals</td>
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</table>

| BEND II Using Mentor Texts for Inspiration: |
| Revising Old How-To Books and Writing New Ones |

<table>
<thead>
<tr>
<th>Session 8: “Writers Emulate Features of Informational Writing Using a Mentor Text”</th>
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<tbody>
<tr>
<td>*Mentor Text - My First Soccer Game by, Alyssa Satin Capucilli</td>
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<tr>
<th>Session 9: “Writing for Readers: Using the Word YOU”</th>
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<td>*Focus in on your audience ex: first you… and then you...</td>
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<tr>
<th>Session 10: “How To Books Writers Picture Each Step and then Choose Exactly Right Words”</th>
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<tr>
<td>*Choose precise language</td>
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<thead>
<tr>
<th>Session 11: “Elaboration in How To Books Writers Guide Readers with Warnings, Suggestions, and Tips”</th>
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<tr>
<th>Session 12: “Balance on One Leg like a Flamingo, Using Comparisons to Give Readers Clear Directions”</th>
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<tbody>
<tr>
<td>*Envisioning and making comparisons ex: Put a small amount of toothpaste on your brush, Like the size of a pea</td>
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| BEND III Keeping Readers in Mind |

<table>
<thead>
<tr>
<th>Session 13: “Writers Write How To Books About Things They Learn Throughout the Day and from Books”</th>
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<tbody>
<tr>
<td>*Collection of artifacts (items in room) give writers ideas</td>
</tr>
<tr>
<td>Session 14: “Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic”</td>
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<tr>
<td>*Collection of books to teach even more about topic</td>
</tr>
<tr>
<td>Session 15: “Writers Can Write Introductions and Conclusions to Help Their Readers”</td>
</tr>
<tr>
<td>*Clarification of topic</td>
</tr>
<tr>
<td>Session 16: “Using Everything You Know to Make Their How To Books Easy to Read”</td>
</tr>
<tr>
<td>*Writers use all their strategies.</td>
</tr>
<tr>
<td><strong>BEND IV  Giving How-To Books as Gifts</strong></td>
</tr>
<tr>
<td>Session 17: “How to Books Make Wonderful Gifts!”</td>
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<tr>
<td>*Dedication page</td>
</tr>
<tr>
<td>Session 18: “Preparing for the Publishing Party: Writers do their Best Work Now to Share it Later”</td>
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<tr>
<td>*Using an editing checklist</td>
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</table>

**Differentiation:**

- The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:**

* Mentor Text - *My First Soccer Game* by, Alyssa Satin Capucilli
* *How-To Books : Writing to Teach Others*
  By Lucy Calkins, Laurie Pessah & Elizabeth Moore
* *Writing Pathways Grades K-5*
  Lucy Calkins
Stage 1: Desired Results

Unit Goals:
* Writers will look at the world in a new way.
* Writers will write letters, lists, signs, and petitions using words and pictures.
* Writers will try to convince an audience of their opinion.
* Writers will recognize that they can make changes by using their words and voice.

Essential Question:
*How can writers use their voice and words to make change in the world?

Skills/Knowledge:
*Students will be able to use their words to make changes in the world.
*Students will be able to provide reasons and consequences to persuade an audience.
*Students will be able to use mentor text to create an opinion piece.
*Students will be able to add more detail to their writing.

Common Core Standards for ELA:

W.K. 1,2, 5, 6, 8
W.1.1 & 2
SL. K. 1-6

Stage 2-Assessment Evidence

Writing conferences
Observations
Writing pieces
Scored Published Piece
### BEND I  Exploring Opinion Writing: Our School a Better Place

| Session 1: “Words Are Like Magic Wands: They Can Make Things Happen”  
  *Think of a problem, think of ways to solve it, write to make things better |
|---|
| Session 2: “Convincing People: Providing Reasons and Consequences”  
  *The more reasons the more convincing |
| Session 3: “Don’t Stop There! Generating More Writing for More Causes”  
  *Writing in a variety of genres and to a variety of audiences (sign, letter, song, list, petition)  
  Audio recording - “If I Had a Hammer” by Pete Seeger |
| Session 4: “Writers Reread and Fix Up Their Writing”  
  *Reread to see what we can be made better |
| Session 5: “Spelling Strategies Give Writers Word Power”  
  *Strategies for spelling (word wall, use of room, s-t-r-e-t-c-h, vowels, words in words) |
| Session 6: “Hear Ye! Hear Ye! Writing to Spread the Word”  
  *Words cause change |

### BEND II  Sending Our Words Out Into the World: Writing Letters to Make a Change

| Session 7: “Writing Letters that Reach Readers”  
  *Writing letters as if you are talking to the person  
  Mentor Text - Click Clack Moo, Cows That Type by Doreen Cronin |
| Session 8: “Studying a Mentor Text”  
  *Using mentor text (Lilly’s letter) |
| Session 9: “Knowing Just What to Say: Angling Letters to Different Audiences”  
  *What is important for each reader to know? |
| Session 10: “How Can We Make It Better? Imagining Solutions”  
  *Including ideas to fix a problem ex: “Maybe we can… or We should…” |
  *Partners use checklist and make final edits together |
## BEND III Persuasive Writing Projects

<table>
<thead>
<tr>
<th>Session 12: “Draw on a Repertoire of Strategies to Write about a World Problem”</th>
<th>*Writing about world problems ex. Garbage everywhere, cutting down trees, wasting paper, water, electricity, ride bikes not drive cars</th>
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<tbody>
<tr>
<td>Session 18: “Fixing and Fancying Up for Publication Using the Super Checklist”</td>
<td>*Writing checklist</td>
</tr>
<tr>
<td>Session 19: “Letter to Teachers: The Earth Day Fair: An Author’s Celebration”</td>
<td>*Invite people to see published pieces displayed, petitions, and hear speeches</td>
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</tbody>
</table>

**Differentiation:**
- The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:**
*Mentor Text - Click Clack Moo Cows That Type* by Doreen Cronin

*Persuasive Writing of All Kinds: Using Words To Make A Change*
Lucy Calkins and Elizabeth Dunford 2013

*Writing Pathways Grades K-5*
Lucy Calkins 2013
Grade 1 Unit 1: Small Moments

**Stage 1: Desired Results**

<table>
<thead>
<tr>
<th>Bend 1: Writing Small Moment stories with independence</th>
<th>Goal: Planning, Prewriting, Writing</th>
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<tbody>
<tr>
<td>Bend 2: Bringing Small Moment Stories to Life</td>
<td>Goal: Elaboration</td>
</tr>
<tr>
<td>Bend 3: Studying other writers’ craft</td>
<td>Goals: Author’s Craft, Mentors</td>
</tr>
<tr>
<td>Bend 4: Fixing and Fancying it up</td>
<td>Goals: Revising, Editing, and Publishing</td>
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- First grade writers see themselves as authors, valuing small moments from their lives.
- First 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 rehearse their writing prior to drafting by making a movie in their mind, 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 several small moment personal narrative stories.

**Essential Questions:**

Bend 1: How do I write small moment stories independently?
Bend 2: How can I bring small moment stories to life?
Bend 3: How can studying other writers’ craft make my writing better?
Bend 4: How do I “fix up” and publish my writing?
Skills/Knowledge:

- Students will be able to write stories independently during writing workshop.
- Students will be able to generate topics for small moments on their own.
- Students will be able to sketch their stories before drafting.
- Students will be able to use strategies for spelling unknown words.
- Students will be able to focus their stories on a small moment in time and produce at least a 3-page booklet that has a beginning, middle, and end.
- Students will be able to use strategies for rehearsing their stories.
- Students will be able to draft their stories by unfolding the events bit-by-bit from the movie in their mind.
- Students will be able to use strategies for revising their stories.
- Students will be able to engage in conversation with their partners about their writing.
- Students will be able to publish a piece of writing and present it to the class.

Common Core Standards for ELA:

- W1.3, 5, 8
- RL 1.1, 7
- RFS 1.2-1.4
- SL1.1, -1.5
- L1.1,2

Stage 2-Assessment Evidence

- Observations
- Writing Conferences
- Writing pieces
- Scored Published Piece (using appropriate rubric)
- On Demand Writing Task- Ask the students to write a small moment/narrative about something they have done. This assessment is to be completed independently without teacher support.
- Resource for On Demand Prompts: Writing Pathways, Calkins, 2013, Chapter 1&2 pages 2-31

Stage 3- Learning Plan
## Bend 1 -
### Mini Lessons
- Writers use events from their lives - things they do or things that have happened to them in order to write small moment stories. (Chart: How to Write a Story)
- Writers plan what they want to write about before they start writing.
- Writers use pictures to help add words to their stories. (Feelings with questions)
- Writers Spell by stretching out each word, listening for all the sounds, and recording what they hear.
- Writers write with focus (Watermelon and Seed, Mentor texts)
- Writers talk to other writers about their writing, storytelling their ideas out loud.
- Writers reread their writing, making sure their writing is clear and makes sense.

## Bend 2:
- Writers bring their stories to life by making their characters move and speak. (“Unfreeze Characters” Chart)
- Writers unfold the action bit by bit. (Chart - Telling small steps)
- Writers make characters think and feel (Chart - Bring out the Inside, Show not tell)
- Writers use words they know how to spell and more challenging words.
- Writers use capital letters and include end marks to help readers read it better.

## Bend 3:
- Writers study other authors’ craft, seeing what special things the authors do that they could try in their own writing. (Ellipses, exact actions, POP out words, etc)
- Once writers have discovered a craft move to emulate, they could try it out in their own writing.
- Find your own author mentor

## Bend 4:
- Writers fix up and publish pieces that they especially love.
- Writers reread their writing using an editing checklist, to remind themselves of all the ways they know how to make their writing easy to read for their readers.
- Writers get their books ready to publish by including a title, detailed pictures, and a cover.
- Celebration

### Differentiation:
- This unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

### Resources: Various Mentor Texts
Grade 1 Unit 2: Nonfiction Chapter Books

Stage 1: Desired Results

Unit Goals:
Bend 1: Getting Started: Thinking of Topics, Rehearsing and Writing Books
Goals - Students will tap into their inner expert
Students will notice the procedure in the things they do throughout the day.
Students will rehearse their how-to books, with an emphasis on being sequenced, explicit, and specific.

Bend 2: Write in such a way that readers can read the text and follow the directions
Goals - Students will consider their audience as well as their purpose for writing by using mentor texts as models for how-to components.
Students make sure every step is there and maintain voice and clarity.

Bend 3: With feedback, writers can revise their How-To Texts, make new texts and share them with and audience
Goal - Students will revise texts, make new texts better, and share
• Writers will identify the difference between writing that tells a story (narrative writing) and writing that teaches (procedural writing).
• Writers will generate many ideas for how-to books.
• Writers will write out steps that will teach readers how to do something.
• Writers will draw illustrations that will help teach readers how to do something.
• Writers will work with partners to determine the accuracy of their how-to’s.
• Writers will use transitional words to help readers follow the steps in their how-to’s.

**Essential Questions:**
- How can I learn to do a different kind of writing, so that I use diagrams and words to teach people how to do something step by step?
- How can I learn ways to make my How-To books even better by studying what a published author did in her book?
- When I am writing how-to books, how can I do a better job of making sure that readers understand what I’m saying?
- How can I edit my best How-To book and then reread it, thinking about my readers, so that I make it work for them?

**Skills/Knowledge:**
- Students will be able to use different strategies to generate how-to book ideas.
- Students will be able to sketch the steps to their how-to books across the page.
- Students will be able to practice writing their how-to’s by saying the directions that they will write out loud.
- Students will be able to draw illustrations that will help teach the reader.
- Students will be able to work with partners to help make their how-to’s clearer and more specific.
- Students will be able to act out their how-to’s to help them write down the steps in the procedure.
- Students will be able to revise the parts of their how-to books where their directions don’t quite work.
- Students will be able to write an introduction page for their how-to books.
- Students will be able to write a materials list for their how-to books.
- Students will be able to write an ending page for their how-to books.
- Students will be able to use the writing around the classroom and chunking strategies to spell words.
- Students will be able to use either a period or exclamation mark at the end of each sentence in their how-to books.

**Common Core Standards for ELA:**
- W1.2, 7
- SL1.1
- L1.1,2,5.d
Stage 2-Assessment Evidence

Observations
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Bend 1 Mini Lessons
- This type of writing is distinct because it teaches others.
- Children need to reflect on what they know how to do so they know what they can teach others. (Make a list of things they know how to do.)
- Use classroom environments and routines to create a shared list of common experiences (ex. How to unpack bookbag, how to make lunch, etc)
- Have students consider things they care about to generate topics. (Sports, Food, Games)
- Give students opportunities to act out and talk through with their peers to revise and/or add.
- Model how to use specific and precise words (Ex. not just “put on” toothpaste)
- Transitional and sequencing words.

Bend 2 Mini Lessons:
- Audience is important to consider. Students can sketch a picture of their audience to keep next to them as they write.
- Help children see their purpose for writing by using mentor texts such as models.
- Using books, teacher and student created work, create challenges and have students make movies in their minds and rehearse with a partner to make sure all steps are accounted for.
- Voice - When writing how-to books, you have to be bossy or use an “in charge” voice.
- Make sure to embed the teaching of punctuation and simple sentence structure within mini-lessons and conferences.

Bend 3 Mini Lessons:
- Revision - Remind students of available resources (Mentor texts, partnerships, charts, checklists, etc.)
- Zoom in to add labels, arrows, speech bubbles to include directions for how, where, and why to do the steps.
- Editing- You may introduce students to parentheses to add a point and colons before a list. Review editing concepts.
- Celebrate

**Suggested Anchor Charts:**
- “What is How-To Writing?”
- “Use to show Order”

**Differentiation:**
- This unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** Various Mentor Texts
- Procedural Writing (cooking, instructions for toys and games, craft projects)
- *The Pumpkin Book* By: Gail Gibbons
- *My First Soccer Game* By: Alyssa Satin Capucilli
- *How to be a baby, by Me the Big Sister* By: Sally Lloyd-Jones
- *How to Teach a Slug to Read* By: Susan Pearson
- *How to Babysit a Grandpa* By: Jean Reagan
- *How to Be a Ballerina* By: Harriet Castor
- *How to make Bubbles, How to make a Bouncing Egg, How to Make Slime* By: Lori Shore
- *Change it! Solids, Liquids, and Gases and You* By: Adrienne Mason
- *How a House is Built* By: Gail Gibbons
- *How to Lose All Your Friends* By: Nancy Carlson

*Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5*, Lucy Calkins, Teachers College Reading and Writing Project, 2013

*Non-fiction Chapter Books*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
### Stage 1: Desired Results

#### Unit Goals:
- Bend 1: Best in Show: Judging our Collections
- Bend 2: Writing Persuasive Reviews
- Bend 3: Writing Persuasive book reviews
- Writers will recognize the difference between writing that tells a story, writing that teaches you facts, and writing that persuades.
- Writers will write pieces with the purpose of persuading the reader.
- Writers will include lists of reasons to make their writing more persuasive.
- Writers will include mini-stories (anecdotes) to make their writing more persuasive.
- Writers will write their pieces as if they are talking to the reader (voice).
- Writers will write with a specific audience in mind and include the details that would pertain to that audience.

#### Essential Questions:
- How can you make judgements about a topic or item?
- How do we write a persuasive review?
- How do we write persuasive book reviews?
- What does “persuade” mean?
- How do I generate ideas for persuasive writing?
- How do I make my writing more convincing?
- What is audience?
- How do I make my writing sound like I am talking to the reader?

#### Skills/Knowledge:
- Students will be able to generate topics for persuasive writing pieces about things that they want.
- Students will be able to generate topics for persuasive writing pieces about things that will make world a better place.
- Students will be able to identify the audiences of their writing pieces.
- Students will be able to make their writing sound like they are talking to the reader.
- Students will be able to list reasons, to make their writing more convincing.
- Students will be able to include possible solutions to the issues they write about.
- Students will be able to use editing strategies to make their writing as readable as possible.
<table>
<thead>
<tr>
<th>Common Core Standards for ELA:</th>
</tr>
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<tbody>
<tr>
<td>W.1.1, 5</td>
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<tr>
<td>RI.1.1, 8</td>
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<td>RFS.1.-4</td>
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<td>SL.1.1,4,6</td>
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<td>L1.1,2</td>
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<th>Stage 2-Assessment Evidence</th>
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<tr>
<td>Observations</td>
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<td>Writing Conferences</td>
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<tr>
<td>Writing Pieces</td>
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<tr>
<td>Scored Published Piece (using appropriate rubric)</td>
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<tr>
<td>On Demand Writing Assessment: Ask the students to write their best piece trying to persuade someone about something they believe strongly about. It can be something they are for or against. This assessment should be completed independently without any teacher support.</td>
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<tr>
<th>Stage 3- Learning Plan</th>
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<td>Bend 1 Mini Lessons:</td>
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<tr>
<td>● When people really love things they might collect them, such as legos, dolls, or stuffed animals. When you collect things, you also might give your opinions and try to convince others why your opinion is the best.</td>
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<tr>
<td>● When writers try to convince people of something, they give reasons and details to support their opinion.</td>
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<td>● Writers can look to other writers in this genre to try to do what they do in their writing.</td>
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<td>● Not everyone will agree. Writers need to back up their opinions with reasons.</td>
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<tr>
<td>● Opinion writers do not always write about the best or their favorite; they can also write about the worst or their least favorite, with opinions or evidence.</td>
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<tr>
<td>● Writers can also use partners to help them think of other reasons and evidence.</td>
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<td>● Writers can use their own checklists to edit and publish.</td>
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<td>Bend 2 Mini Lessons:</td>
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<tr>
<td>● Sometimes you don’t just write reviews to share your opinion, but to get others to share in your opinion.</td>
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<tr>
<td>● Writers can use a persuasive voice by writing just like they are talking to a friend - sharing the most important information that will matter most to the audience.</td>
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<tr>
<td>● Persuasive writers use comparisons</td>
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<td>● Persuasive writers need to think about grabbing readers’ attention with a great introduction, just like a commercial or a movie trailer does.</td>
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<tr>
<td>● Writing partners can use checklists to check each other’s work to make it better.</td>
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</table>
Writers could also come together to sort their reviews - make a class book of all restaurant reviews, another book of movie reviews, another of game reviews, etc.

Bend 3 Mini Lessons:

- Students should understand that writers write book reviews to share books that others might want to read. (ex. Reading Rainbow)
- In book reviews, you just give a sneak peak - you don’t tell everything that happens in the book. You want to tell just enough to get others interested but don’t tell the whole book.
- Writers should look at their sentences to make sure they are just right - not too long, not too short - by using punctuation, linking words, and other tools.
- Writers use checklists as they revise and edit to make sure their work is their best.

Suggested Anchor Charts:

- “To Judge Fairly”
- “Convince Your Readers”
- “Hook Your Reader with a Catchy Introduction”

Differentiation:

- This unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

Resources: Various Mentor Texts for this unit would be books with strong persuasive voices such as:

*Earrings* By: Judith Viorst

*Pigeon* books By: Mo Willems

*A Pet for Petunia* By: Paul Schmid

*I Wanna Iguana* By: Karen Kaufmann Orloff

*Hey, Little Ant* By: Phillip Hoose

*The Perfect Pet* By: Margie Palatini

*Dear Mrs. LaRue* By: Mark Teague

*Click, Clack Moo: Cows that Type* By: Mark Teague

Posters or pictures from well-known movies

Menus from local restaurants

Mentor reviews of a game, movie, or restaurant

Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5, Lucy Calkins, Teachers College Reading and Writing Project, 2013

Writing Reviews, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
Grade 1 Unit 4: From Scenes to Series: Realistic Fiction

Stage 1: Desired Results

Unit Goals:
- Bend 1: Fiction writers set out to write Realistic Fiction
- Bend 2: Fiction Writers set out to Write series
- Bend 3: Becoming more powerful at Realistic Fiction: Studying the genre and studying ourselves as writers
- Bend 4: How can students get their writing ready to publish their second series?
- Writers write realistic fiction stories by creating characters with realistic problems.
- Writers include problems and solutions in their realistic fiction stories.
- Writers use many strategies to revise their fiction stories to ensure that their stories make sense to the reader.
- Writers stretch out the problems in their realistic fiction stories to draw the reader in and to create suspense.

Essential Questions

- What is realistic fiction?
- How can I begin to write realistic fiction?
- What kinds of problem might characters in realistic fiction face?
- How do writers revise to make their stories even better?
- How do realistic fiction writers stretch out the problem in the story?
- How can writers build on their realistic fiction characters to write a series?
- How can students strengthen their realistic fiction writing?
- How can students get their writing ready to publish their second series?
Skills/Knowledge:

- Students will be able to write realistic fiction stories that include characters, setting, problem and solution.
- Students will be able to create characters that are like themselves or like people they know.
- Students will be able to problem solve with their writing partners to make their stories the best they can be.
- Students will be able to use strategies for spelling difficult words correctly.
- Students will be able to use strategies to revise their writing to include more details.
- Students will be able to show their characters’ feelings instead of telling how their characters feel.
- Students will be able to craft different leads for their stories.
- Students will be able to use mind movies to help them unfold the detail when drafting.
- Students will be able to write powerful endings.

Common Core Standards for ELA:

W.1. 3, 5, 6, 8  
RL1.3, 10  
RFS1.1, 2  
SL. 1. 1,2,4  
L1.1, 2

Stage 2-Assessment Evidence

Observations  
Writing Conferences  
Writing Pieces  
Scored Published Piece (using appropriate rubric)  
On Demand Assessment: Show students an example from the mentor book list. Give students time to write a short realistic fiction story. Remind them how to write a story in order by referring to charts made during Small Moments Unit, as well as revisiting charts made during Realistic Fiction Unit.
Stage 3- Learning Plan

Bend 1 Mini Lessons:
- Writers use their best imaginations to invent their own characters. An idea might be to let children draw a picture of their character and write characteristics around the character they drew.
- Writers develop a “can do” attitude to write and write more.
- Writers make endings that will make readers happy, maybe by saving their character from trouble. They make something happen through action, dialogue, or feeling to get their characters out of trouble.
- Writers make courageous choices about words in their stories. They don’t stick with safe, easy words. They grow into sparkling words.
- Writers use checklists to review their writing and to set goals.

Bend 2 Mini Lessons:
- Writers can think of more than one story for their own realistic fiction character. (Just Like Junie B. or Henry & Mudge.)
- In book one of any series, the author shares a lot of details about the character so that the readers get to know the character.
- Writers give characters a voice in their books, possibly with speech bubbles and dialogue, for different purposes (such as showing thoughts or feelings).
- Revision with editing carefully - use individual checklists.
- Students can celebrate their first series by creating a box to put their first boxed set in (ex. Maybe a cereal box)

Bend 3 Mini Lessons:
- To make realistic fiction seem so real, writers can use their own small moments to include real details. (Revisit charts from earlier in unit)
- Writers can help readers get a picture in their minds by showing, not just telling - using tiny details that seem real.
- Fiction writers might use chapters - each chapter with a beginning, middle and end.
- Writers use patterns to elaborate (Revisit examples from mentor text: Henry and Mudge and the Happy Cat)
- Writers use their superpowers - all they know and have learned about writing - to get better.
Bend 4 Mini Lessons:
- Writers will work hard on revising their realistic fiction, including fabulous punctuation.
- Writers can look to mentor texts to explore how illustrations play an important role, and how they can use their illustrations in their own writing. (Revisit Mentor Text *Knuffle Bunny*)
- Students will create a “Meet the Author” page
- Realistic fiction writers get their writing ready to publish by revising, editing, and polishing their work.
- Celebrate

**Suggested Anchor Charts:**
- “How to Write a Realistic Fiction Book”
- “Ways to bring stories to LIFE”
- “Ways to Spell Words”
- “Narrative Writing Checklist”
- “How to Write Series Books”
- “Ways to Bring Stories to Life”
- “Book One of a Series Has…”
- “Our Favorite Series Authors”
- “My Editing Checklist”
- “The Super Writing Powers of Super Series Writers”
- “Meet the Author”
- “Are You Ready to Celebrate?”

**Differentiation:**
- This unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** Various Mentor Texts
- *Henry and Mudge* series
- *Mr. Putter and Tabby* By: Cynthia Rylant
- *Nate the Great* By: Marjorie Weiman Sharmat

*Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5*, Lucy Calkins, Teachers College Reading and Writing Project, 2013

*From Scenes to Series*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
## 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.

**Common Core Standards for ELA:**
W.2. 3, 5, 6
SL.2. 1-6

**Stage 2-Assessment Evidence**

Observations
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate 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.

**Differentiation:**
- The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** 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
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.

#### Common Core Standards for ELA:
- W.2. 3, 5, 6
- SL.2. 1-6

### Stage 2- Assessment Evidence

- Observations
- Writing Conferences
- Writing Pieces
- Scored Published Piece (using appropriate 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 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.
**Differentiation:**
The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** 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
## 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

**Common Core Standards for ELA:**
- W.2. 3, 5, 6
- SL.2. 1-6

### Stage 2 - Assessment Evidence

- Observations
- Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate 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.

Differentiation:
The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

Resources: 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
## 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.

**Common Core Standards for ELA:**
- W.2. 1, 5, 6
- SL.2 1-6

### Stage 2-Assessment Evidence

Observations
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate 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.


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.

**Differentiation:**
The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.
**Resources:** 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

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

- **Writing About Reading Grade 2,** Shanna Schwarz, Alexandra Marron, and Elizabeth Dunford, Heinemann, 2013
## 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.

### Common Core Standards for ELA:
- W.2. 2, 5, 6, 7, 8
- SL.2. 1-6

## Stage 2-Assessment Evidence

- Observations
- Writing Conferences
- Writing Pieces
- Scored Published Piece (using appropriate rubric)
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.

**Differentiation:**

The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** Various Mentor Texts

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*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


*Lab Reports and Science Books*, Lucy Calkins, Lauren Kolbeck, and Monique Knight, Heinemann, 2013
### 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.

#### Common Core Standards for ELA:
- W.2. 3, 5, 6
- SL.2. 1-6

### Stage 2-Assessment Evidence

- Observations
- Writing Conferences
- Writing Pieces
- Scored Published Piece (using appropriate 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).

**Differentiation:**

The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** Various Mentor Texts

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*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,
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.

Common Core Standards for ELA:
W.2. 1, 5, 6
SL.2 1-6
Stage 2-Assessment Evidence

Observations
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate 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.

**Differentiation**

The unit includes presentation of material through multiple modalities such as visual, auditory, and 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 writer.

**Resources:** 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

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

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