



PISCATAWAY TOWNSHIP SCHOOLS

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Grade 2 English Language Arts

Content Area: Writers Workshop

Grade Span: Grade 2

Revised by:

Presented by:

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COURSE OVERVIEW

Description		
<p>Teachers College Reading and Writing Project is a research based curriculum that is aligned with the Common Core State Standards. It is a workshop model which allows teachers to meet standards and provide students the time and support they need to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group’s needs as well as differentiating for the needs of small groups and individuals.</p>		
Goals		
<p>The goal of workshop is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors.</p>		
Scope and Sequence		
Unit	Topic	Length
Curricular Calendar	Revving Up Writing Muscles	10 sessions
Unit 1	Lessons from the Masters: Improving Narrative Writing	19 sessions
Stand-Alone Book	The How-To Guide for Nonfiction Writing	19 sessions
Unit 3	Writing About Reading	19 sessions
Unit 4	Poetry: Big Thoughts, Small Packages	17 sessions
Curricular Calendar	Nonfiction Writing Projects	17 sessions
If...Then...Unit	Writing Gripping Fictional Stories	18 sessions
Resources		
<p>Core Text: <i>The Reading and Writing Units of Study</i> (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)</p>		
<p>Suggested Resources: Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
Teachers College Reading and Writing Project is a research based curriculum that supports the students' individual needs in becoming independent readers and writers.	
New Jersey Student Learning Standards	
NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)	
Standard: Reading	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RI.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RI.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. d. Provide a conclusion.
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Standard: Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking

	audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect.

CURRICULAR CALENDAR: Revving Up Writing Muscles

Summary and Rationale	
<p><i>Revving Up Writing Muscles</i> launches a brand-new year of writing with reminders that students are not brand-new writers. Students will carry on writing with greater independence and take on new challenges. This unit has two main goals in mind: first, to reinforce the skills and strategies students have already learned in order to write with focus and detail; and second, to get students to write with greater meaning and craft through the guidance of mentor texts.</p>	
Recommended Pacing	
<p>Bend I: Use Everything We Know to Write Long and Strong Right Away - The goal of this bend is to draw on all that students know as writers, including routines and repertoires. Students will be empowered to get started right away using all they know from kindergarten and first grade writing workshop, into second grade. Reminders and high expectations for students will be tucked into lesson to ensure stamina and high production. (approximately one week)</p>	
<p>Bend II: Reading Like a Writer - Using Mentor Texts - The goal of this bend is to remind students how they can use mentor texts to lift the level of their writing. Writers will see published examples of bold letters, differing size in font, ellipses, speech bubbles, repetition, and word choice. Writers will also study how a mentor author paints a picture with words, builds tension, and evokes a particular feeling in readers. All of the aforementioned skills will be noticed through inquiry sessions, then students will have the opportunity to craft their own stories using these craft moves. (approximately one week)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Standard: Writing	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Standard: Speaking and Listening	
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Standard: Language	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Write with focus and detail. • Write pieces with greater meaning and craft. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can I use all that I know about planning and writing to fill my folder with lots of detailed pieces? • How can I use a mentor text to learn and try out ways an author has made it special? 	
Objectives	
<p>Students will know how to use everything we know to write long and strong right away and how to read like a writer: using mentor texts.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • tell true tiny moment stories out loud, sketch pictures across the pages, and write, write, write. • touch and tell each part one page at a time. • tell stories in small steps, bit by bit. • bring their stories to life by telling what their characters feel and think. • try different strategies when spelling an unknown word. • use mentor texts to gain ideas and inspiration in one’s own writing. • use craft moves in a purposeful, practical way. • write in big, bold, and different shaped words to show stronger voice and/or importance. • revise a story using all they know. • publish and share stories. 	
Resources	
<p>Core Text: Curricular Calendar: <i>Revving Up Writing Muscles</i></p> <p>Core Mentor Text:</p> <ul style="list-style-type: none"> • <i>Shortcut</i> by Donald Crews 	

- *Kitchen Dance* by Maurie Manning
- *A Moment in Time* by Jennifer Butenas
- *Rain Stomper* by Addie K. Boswell
- *Night of the Veggie Monster* by George McClements

Suggested Resources:

Anchor Charts:

- How to Write a Story
- Ways to Bring Stories to Life
- Ways to Spell Words
- Learning Craft Moves from a Mentor Author

Additional Resources:

- Writing Checklist
- Writing Rubric

UNIT 1: Lessons From the Masters: Improving Narrative Writing

Summary and Rationale	
<p><i>Lessons from the Masters</i> continues the narrative writing kick start in second grade with two main goals: first, to reinforce the narrative writing skills that students learned in first grade in the unit Small Moments: Writing with Focus, Detail, and Dialogue; and second, to deepen children’s narrative writing work by teaching them to write with meaning, intention, and craft. Throughout this unit, children will apprentice themselves to authors, studying two as a whole class, and then authors of their choice independently.</p>	
Recommended Pacing	
<p>Bend I: Studying the Masters from Inspiration and Ideas - The goal of this bend is to simultaneously remind children of all they know to do as readers while inviting them to be responsible for their behaviors and habits. (7 sessions)</p>	
<p>Bend II: Noticing Author’s Craft - The goal of this bend is for students to delve deeper into a study of authors’ intentions by studying mentors like Jane Yolen and then trying out the craft moves they notice in their own writing. (7 sessions)</p>	
<p>Bend III: Study Your Own Authors - The goal of this bend is to return to studying a mentor text with even more independence, having the opportunity to put into practice all they’ve learned from. (5 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Standard: Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> e. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. f. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • I can learn to be a better writer by reading great books and using them as mentor texts. • As a writer, I can learn to build my stamina and repertoire of strategies. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What can I learn about writing from reading great books? • What do writers do in the practice of their craft? 	

- How can I get a book ready for publishing?

Objectives

Students will know how to write small moment stories with independence, how to bring small moment stories to life, and how to study other writers' craft.

Students will be able to:

- tell meaningful stories.
- collect small moments/tiny topics to craft into a narrative piece.
- plan, set goals, and grow stories.
- learn from mentor authors.
- magnify small details.
- craft captivating beginnings and satisfying endings.
- revise on the go, to create a particular effect on the reader.
- reread their writing like detectives, checking the ending punctuation to make sure it makes sense and sounds right to the reader .
- use books as writing resources.
- make their writing more powerful by trying out craft moves learned from mentor texts.
- study mentor authors they think not only what this author has done that they could try out but why this author had done this.
- edit not only for standard conventions but also for the way their writing sounds.

Resources

Core Text:

- Unit 1: *Lessons From the Masters: Improving Narrative Writing*

Core Mentor Texts:

- *Owl Moon* By Jane Yolen
- *The Leaving Morning* By Angela Johnson
- *Kitchen Dance* by Maurie Manning
- *Rain Stomper* by Addie K. Boswell

Suggested Resources:

Anchor Charts:

- Crafting Powerful Small Moments
- Revising with Intent
- Learning Writing Moves from Our Favorite Authors

Additional Resources:

- Writing Checklist
- Writing Rubric

STAND-ALONE BOOK: The How-To Guide for Nonfiction Writing

Summary and Rationale	
<p><i>The How-to Guide for Nonfiction Writing</i> welcomes your second graders into the world of nonfiction by rallying them to write lots of little nonfiction books. Youngsters learn that they can take anything they know a lot about—soccer, an ice cream shop, ladybugs—and write in ways that teach their readers about the topic.</p>	
Recommended Pacing	
<p>Bend I: Writing Lots of Nonfictions Books Quickly - The goal of this bend is volume and for students to practice the nonfiction writing process more than once during this bend. Given that the goal is production, it is acceptable if they are unpolished or missing elaboration for now. (5 sessions)</p>	
<p>Bend II: Writing for an Audience - The goal of this bend is to rally students around writing for an audience. Throughout this entire bend there is an element of playfulness as the work of writing for an audience unrolls. Revision will be of the utmost importance in this bend. Partners will support one another to form a community of writers that give and receive feedback and assist with goal-setting. (8 sessions)</p>	
<p>Bend III: Writing Nonfiction Books of All Kinds - The goal of this bend are transfer and independence, so students should have plenty of opportunity for trial and error as they figure out new structures and shape their information in new ways/structures. (6 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Standard: Writing	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or

	through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard: Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Instructional Focus

Unit Enduring Understandings

- Nonfiction writers try to engage their specific audiences through the use of various strategies.
- Writers get better by writing a lot.

Unit Essential Questions

- How can I engage people who read my nonfiction writing?
- What can I do to improve my nonfiction writing?

Objectives

Students will know how to write lots of nonfiction books quickly, how to write quickly, how to write for an audience, and how to write nonfiction books of all kinds.

Students will be able to:

- write around an area of expertise.
- grab their audience’s attention from the start of a chapter with an interesting lead.
- use all that they know about writing nonfiction whenever they write their teaching books.
- notice what other nonfiction authors have done in their books and think, “I can try this too!”
- get stronger by looking at their writing, setting goals, and making plans.
- write for an audience, first thinking of who that will be, and then writing information that their audience would want to know.
- consider how they can help their audience picture their information.
- help improve others’ writing by giving feedback.
- draw on strategies they know to fix up their writing for readers, making sure it is easy to read.

Resources

Core Text:

- Stand-Alone Book: *The How-To Guide for Nonfiction Writing*

Core Mentor Texts:

- *Extreme Sports* by Sean Finnegan

Suggested Texts:

- *Growing Frogs* by Vivien French
- *Why Do Dogs Bark?* By Joan Holub
- *How to Be a Baby... by Me, the Big Sister* by Sally Lloyd-Jones

Suggested Resources:

Anchor Charts:

- Nonfiction Writers
- To Teach an Audience

Additional Resources:

- Writing Checklist
- Writing Rubric

UNIT 3: Writing About Reading

Summary and Rationale	
<p><i>Writing About Reading</i> reaches students as readers and as writers in the same unit. Readers not only have ideas about the books they read, but they write letters to their friends and later to judges, about their ideas, and back them up with reasons and evidence. In their letters, students will begin to write in a way that convinces others.</p>	
Recommended Pacing	
<p>Bend I: Letter Writing: A Glorious Tradition - The goal of this bend is to introduce students to the concept that they can write about their ideas and back them up with reasons. (6 sessions)</p>	
<p>Bend II: Raising the Level of Our Letter Writing - The goal of this bend is for children aim to write longer and stronger pieces, organization becomes an important focus. Also, students should be able to add in more evidence and examples to their letters, so transitions are a bigger focus. (5 sessions)</p>	
<p>Bend III: Writing Nominations and Awarding Favorite Books - The goal of this bend is to have students write to try to persuade a judge to agree with the “awards” they recommend for various books. (8 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
Standard: Writing	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. e. Provide a conclusion.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • I need examples and evidence to convince people about my opinions. • I can use writing strategies to make my opinion writing more persuasive. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What makes an opinion more persuasive? • How can I learn to write my opinions most effectively? 	
Objectives	
Students will know how to write letters which is a glorious tradition, how to raise the level of letter writing, and how to write nominations and award favorite books.	

Students will be able to:

- share their books and nominations with an audience, in hopes of convincing them to read the books they love.
- meet one writing goal, then set a new goal for themselves.
- use tools to help evaluate ones writing, figuring out what they are doing well, and then planning for what they want to do better.
- read and study the work of other writers and to incorporate what they have learned into their own writing.
- use mid-sentence punctuation to help highlight ideas for their readers.
- use checklists to make sure they know to do to make their opinion pieces the best they can be, and the set goals for themselves to become even better opinion writers.

Resources

Core Text: Unit 3: *Second Grade- Writing About Reading*

Core Mentor Texts:

- *Mercy Watson to the Rescue* by Chris Van Dusen
- *Poppleton* by Cynthia Rylant
- *Pinky and Rex and the Bully* by James Howe

Suggested Resources:

Anchor Charts:

- Uncovering Our Opinions About Books Writers Can Study...
- Make it Stronger, Longer and More Convincing!

Additional Charts:

- Parts of a Friendly Letter
- Juicy Story Words
- Think About Your Reader!
- Writers Refer to Their Books to...
- We Use Capitals in Our Writing for...

Additional Resources:

- Writing Checklist
- Writing Rubric

UNIT 4: Poetry: Big Thoughts in Small Packages

Summary and Rationale	
<p><i>Poetry: Big Thoughts in Small Packages</i> sparks great joy and creativity in young writers by inviting them to look at the world with new eyes and imagination, and then to capture what they notice and feel on the page with attention to words and images, rhythm and sound. This unit invites children both to be playful and to reach for depth. Moreover, it provides an opportunity for children to develop writing identities that they often haven't yet uncovered.</p>	
Recommended Pacing	
<p>Bend I: Seeing With Poets' Eyes - The goal of this bend is that all children will spend their entire writing workshop observing items with a poet's eyes. (5 sessions)</p>	
<p>Bend II: Delving Deeper: Experimenting With Language and Sound to Create Meaning - The goal of this bend spotlights how poets use language to convey meaning. (5 sessions)</p>	
<p>Bend III: Trying Structure on for Size - The goal of this bend is that your students will make decisions about how to structure their poems. They'll do this by studying what other authors have tried. They'll study and play with common structures like conversation poems, list poems, story poems, and mask poems collected. (7 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard: Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

	e. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. f. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Poets observe the world around them and write their thoughts in their poems. As a poet, I want to use the best words to express my ideas. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How is poetry different than other kinds of writing? How can I write strong poems? 	
Objectives	
<p>Students will know how to see things with a poets' eye, how to delve deeper by experiments with language and sound to create meaning, and how to try structure on for size.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> choose topics that mean a lot to them anchoring those topics in meaningful small moments, images, or objects. edit their poems, paying close attention to spelling. repeat words, lines, sounds, and images to give their poems rhythm, sounds, and music and to emphasize meaning. study other poems to learn about structure, trying out those new structures in their own poems. write from a point of view other than their own. revise by replacing vague feeling words with images that show rather than tell. read poems aloud to find trouble spots. 	

Resources

Core Text: Unit 4: *Poetry: Big Thoughts in Small Packages*

Core Mentor Texts:

- *Old Elm Speaks* by Kristine O’Connell George
- Poems
 - “Pencil Sharpener” By: Zoe Ryder White
 - “Ceiling” By: Zoe Ryder White
 - “Aquarium” By: Valerie Worth
 - “Between Two Trees” By: Kristine O’Connell
 - “Valentine for Ernest Mann” By: Naomi Nye
 - “Lullaby” By: Kristine O’Connell
 - “Go Wind” By: Lilian Moore
 - “Way Down in the music” By: Eloise Greenfield
 - “Poem” By: Langston Hughes
 - “Inside My Heart” By: Zoe Ryder White
 - “Maples in October” By: Amy Ludwig Vanderwater
 - “Destiny” By: Kristine O’Connell
 - “Waiting Room Fish” By: Amy Ludwig Vanderwater

Suggested Resources:

Anchor Charts:

- Reading Poetry Like a Poet
- Strategies Poets Use to Write Poems
- Poetry Decisions that Strengthen Meaning
- Poems Have Structures
- Reading a Poem with
- Poets’ Eyes

Additional Resources:

- Writing Checklist
- Writing Rubric

CURRICULAR CALENDAR: Nonfiction Writing Projects

Summary and Rationale	
<p><i>Nonfiction Writing Projects</i> provides students with the opportunity to return to nonfiction writing, not with renewed energy and increased independence. During this unit they will choose from a variety of nonfiction structures, some they have written before and some that are brand-new. This is also a unit in which students are writing about topics of personal expertise and interest - things they already know a lot about.</p>	
Recommended Pacing	
<p>Bend I: Structuring All Kinds of Nonfiction Writing - The goal of this bend is to invite students to choose a nonfiction structure to write in. Students will have many choices to choose from. Students will make a few books across this bend and will be encouraged to experiment with the structures. Students will also learn to hone in on organization, teaching them to carefully consider how each chapter or part of their book will go as they try on planning subtopics. (approximately one and a half weeks)</p>	
<p>Bend II: Lifting the Level of Elaboration - The goal of this bend is for writers to elaborate while writing brand-new books, drafting with more sophistication from the start as well as revising books they started in Bend I. Students will also dive into favored mentor texts, considering the information that they add based on importance. (approximately one week)</p>	
<p>Bend III: Comparing and Contrasting Information: The goal of this bend is to invite writers to compare and contrast information across an expert topic or topics - as a way of deepening their readers' understanding. Students will once again try on brand-new nonfiction structures as they work to teach their information in a brand-new way. (approximately one week)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Standard: Writing	
W.2.2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instructional Focus

Unit Enduring Understandings

- Teach information considering both expert topics as well as most appropriate structure for that particular topic.
- Visit mentor texts to study its structure, examining the parts and pondering the author’s decisions.

Unit Essential Questions

- How can I choose from a variety of nonfiction structures when I set out to write about a topic that I am an expert on?
- How can I write with more informative elaboration to teach my readers more in each book?
- How can I compare and contrast information to deepen my readers’ understanding of a topic or topics?

Objectives

Students will know the structuring of all kinds of nonfiction writing, how to lift the level of elaboration and how to compare and contrast information.

Students will be able to:

- choose writing style for their topic, by thinking which style will best teach their topic.
- plan how books will go by studying mentor text.
- add subtopics by thinking about the smaller parts that make up a big part.
- organize information by thinking about what goes together.
- create great books by using ideas from different books and authors.
- edit their writing by focusing on one thing at a time (punctuation, spelling, sense).
- be mentors by sharing their books to give others ideas.
- write for audiences by thinking what does my reader want to know?
- teach more by adding descriptions, definitions, diagrams or examples.
- help readers picture information by telling a story.
- write more precisely by using technical words.
- interest their readers by looking to mentors that they find interesting.
- find lots of ways to elaborate.
- give writing tips to partners by saying “try this” and showing it in their writing.
- show craft moves they mastered by marking those parts with post-its.
- teach what’s important by comparing and contrasting information.
- decide the best way to teach by planning different comparisons.
- share writing by having an exhibition.

Resources

Core Text: Curricular Calendar

Core Mentor Texts:

- Nonfiction Comics
 - *The Real Poop on Pigeons* by Kevin McCloskey
 - *Snails Are Just My Speed* by Kevin McCloskey
 - *We Dig Worms!* by Kevin McCloskey
 - *Something's Fishy* by Kevin McCloskey
- Informational Poetry
 - *Curious Critters* by David FitzSimmons
 - *Creatures of the Earth, Sea, and Sky* by Georgia Heard
 - *Turtle in July* by Marilyn Singer
 - *Caterpillars* by Marilyn Singer
 - *The Black Book of Colors* by Menena Cottin
 - *Sugar Hill: Harlem's Historic Neighborhood* by Carole Boston Weatherford
- Who Would Win?
- Articles
- What's the Same? What's Different?
- Superlatives
- Pros and Cons

Suggested Resources:

Anchor Charts

- Grade 1: How Can I Teach my Readers?
- Nonfiction Writers
- To Teach an Audience

Additional Charts

- Authors Organize Information
- Nonfiction Writers
- To Teach an Audience

IF... THEN...Unit: Writing Gripping Fictional Stories with Meaning and Significance

Summary and Rationale	
<p><i>Writing Gripping Fictional Stories with Meaning and Significance</i> is designed to teach students how to develop a story with one or two small moments in which a character experiences a problem in a strong plot while building gripping tension. Students will learn to write stories using multiple story elements including: characters, setting, and problem/solution.</p>	
Recommended Pacing	
<p>Bend I: Generating and Writing Several Small Moment Stories - The goal of this bend is to set children up to write several focused stories. They will draw on everything they know about narrative writing to write fictional scenes with detail and building tension. (approximately two weeks)</p>	
<p>Bend II: Revise with Intention: Pull Readers to the Edges of Their Seats - The goal of this bend is for writers to return to stories they wrote in the first bend with an eye toward adding deeper meaning and growing tension even more. Students will learn to stretch out the “heart” of the story, revising their stories with intention. (approximately one week)</p>	
<p>Bend III: Repeat the Process and Accumulate Lessons Along the Way - The goal of this bend is for writers to repeat the process of bend II, looking to make their stories even better. Students will learn to make sure that their story parts fit together, to write more compelling endings, and perhaps even convey a message to readers. (approximately one and a half weeks)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Standard: Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard: Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers look to create characters that face problems to make their stories more engaging. Writers use a variety of strategies to revise and improve their stories. Writers generate story ideas from a number of sources, including their own experiences and other stories 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can I use what I know about writing powerful personal narratives to improve my fiction writing? How can I use what I know about writing with details and suspense to write lots of interesting fictional stories? How can I revise my fictional stories? How can I make big changes to my story, especially stretching out the most important parts? What new goals can I set for my writing and my revisions so I write the best possible fiction stories? 	

Objectives

Students will know how to generate and write several small moments, how to revise with intention to pull readers to the edges of their seats and how to repeat the process and accumulate lessons along the way.

Students will be able to:

- keep readers wanting more, writing stories that make readers think.
- focus on the first important story element – characters.
- add tension to writing.
- stretch out time between the problem and solution when writing a story.
- create an exciting way to conclude what happened to a character and make stories memorable.
- revise and edit writings.
- publish stories and share.

Resources

Core Text: If...Then...Unit: Writing
Gripping Fictional Stories with
Meaning and Significance

Core Mentor Texts:

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

Optional Excerpts from Chapter Book:

- *Junie B. Jones* by Barbara Park
- *Pinky and Rex* by James Howe
- *Horrible Harry* by Suzy Kline

Suggested Resources:

Anchor Charts:

- Bold Beginnings
- Story Elements
- Problem/Solution
- Excellent Endings

Additional Resources:

- Writing Checklist
- Writing Rubric