

2 WR Writing Curriculum Grade 2

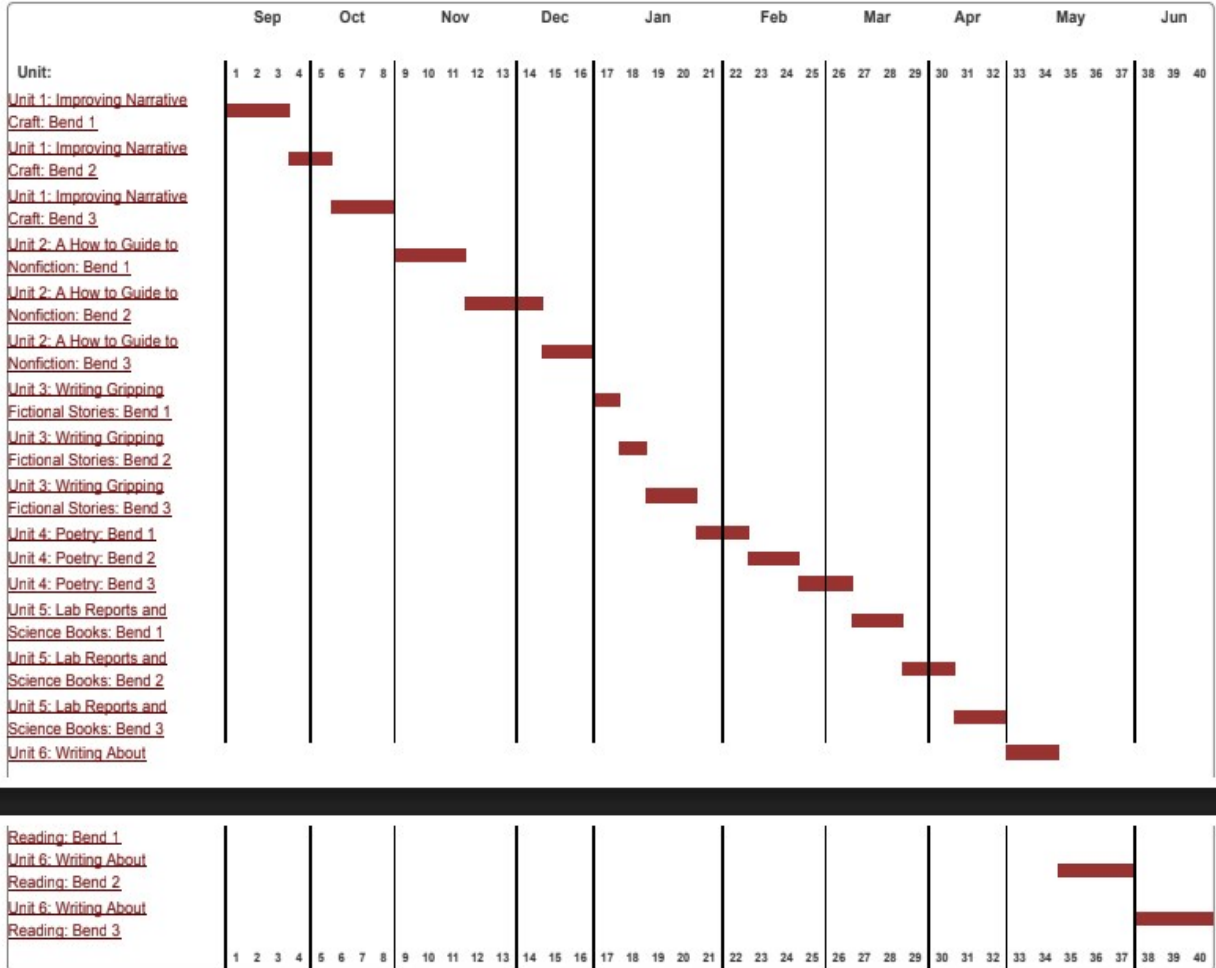


Parsippany-Troy Hills School District
2WR Writing Grade 2 (BA)



Elementary Schools > Grade 2 > English Language Arts > 2WR Writing Grade 2 (BA)

Collaboration



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Unit Planner: Unit 1: Improving Narrative Craft: Bend 1 2WR Writing Grade 2

Thursday, October 26, 2017, 7:20PM

Elementary Schools > 2017-2018 > Grade 2 > English Language Arts > 2WR Writing Grade 2 > Week 1 - Week 3 2017 by Lisa Vallacchi Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gl/an7Zab>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

Proficiency / Objectives

Session 1: Writers will learn to be able to write meaningful, beautiful stories by studying the craft of mentor authors.

Session 2: Writers will capture everyday moments and save them as possible story ideas to write later.

Session 3: Writers will tell the whole story of a tiny moment.

Session 4: Writers will zoom in on a small moment in their stories, magnifying it with details so that their readers can take it in with all their senses. Session 5: Writers will craft powerful endings.

Session 6: Writers will reread their writing like detectives, checking the ending punctuation to make sure it makes sense and sounds right to the reader.

Session 7: Writers will get stronger by looking at their writing, making plans, and setting goals.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading: Foundational Skills

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.2.10. (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJ: Grade 3

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Language

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3.3. Use knowledge of language and its conventions when writing,

speaking, reading, or listening. Copyright © State of New Jersey, 1996 - 2016.

Essential Questions

How can writers use mentor texts for inspiration and ideas?

Enduring Understanding

Writers study the masters for inspiration and ideas.

Suggested Activities

Session 1- Discovering Small Moments That Matter (p.2-11)

Teaching Point: *"Today I want to teach you that master authors don't just tell any stories. They tell meaningful stories. Paying attention to the kinds of stories they choose to tell can inspire you when you are trying to come up with your own meaningful stories."* **Suggested Activities:**

- Introduce children to the master writers they will be studying, and read the beginning of a book by each one, pointing out how each story topic matters to its writer.
- Brainstorm with your children possible ways that Jane Yolen and Angela Johnson- and any author- might come up with a Small Moment story that matters.
- Suggest that Jane Yolen and Angela Johnson may use a notepad to record the little details that later become stories.
- Share your tiny notepad ideas with children. Then ask them to think of a Small Moment story idea and to tell that topic to the person sitting next to them. Suggest that they try to name why this moment matters.
- Ask writers to get started by telling the beginning of one story to their partner.

Share: Introduce writing folders to the class, explaining that one pocket is for writing that is finished and one is for writing that is ongoing.

*See pages 8-11 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 2.

Session 2- Capturing Story Ideas (p.12-19)

Teaching Point: *"Today, I want to teach you that just as writers collect tiny details that they can later turn into stories, you can do the same thing. You can do this at lunch, at home, on the playground- whenever you find a good idea or remember something you want to write, you can just jot it down."* **Suggested**

Activities:

- Demonstrate getting an idea for a story from a tiny event and jotting it down to develop later.
- Ask children to think back over their day to find a small moment that could become a story, then jot it down to write about later.
- Share the writing a few students did to help generate even more ideas. *See pages 15-19 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 12.

Session 3- Stretching Out Small Moments (p.20-27)

Teaching Point: "Today, writers, I want to teach you how to develop a tiny topic like 'sparkling buildings' into a whole story. Remember, writers don't just think up a topic and then suddenly 'poof', there is a story. Writers plan and let their stories grow by trying things out and thinking as they write."

Suggested Activities: - Tell students that tiny topics don't become stories right away. Instead, writers rehearse how a story will go, planning each part.

- Demonstrate how you plan a story by telling it across your fingers and by jotting a few key words on each page.

- Debrief. Recount what you did to plan each page of your story.

- Demonstrate writing the beginning, middle, and end of the first page of your story. Then recount all the steps of today's teaching.

- Ask the class to take an idea from their notepads and grow it into a story, telling the story to a partner. **Mid-Workshop Teaching Point:** Writers grow each page of their stories.

*See pages 23-27 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 20.

Session 4- Writing With Detail (p.28-37)

Teaching Point: "Writers, that kind of seeing, paying attention, is at the heart of living a writerly life.

Today, I want to teach you that when writers want to zoom in on a small moment, to capture it so that readers see it as they do, they magnify it, by writing with lots of details." **Suggested Activities:**

- Study one page of the mentor text, noticing how the author zooms in on a small moment to write with detail.

- Demonstrate how to write like the mentor author, zooming in on your own Small Moment story and magnifying it with lots of details.

- Challenge writers to zoom in on a small moment in their own stories, writing with detail. Offer suggestions as they work.

Mid-Workshop Teaching Point: Writers use all their senses to add details to their stories.

*See pages 32-37 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 28.

Session 5- Revising with the Masters: Crafting Powerful Endings (p.38-42)

Teaching Point: "Today I want to teach you that professional writers spend lots of writing and rewriting their endings. You can study these authors to learn how they craft their endings. This will give you ideas for how to bring your own story to a satisfying end." **Suggested Activities:**

- Study the endings of the two mentor texts, taking note of what they notice.

- Make a chart titled, "Good Endings."

- Teacher models how to revise their story endings by trying some of the moves from the chart.

- Show children how to study their mentors for ideas to bring their story's action to a close.

- Work in partnerships to talk through some possible ways their endings might go.

*See pages 40-42 for Link, Mid-workshop, and Share

Session 6- Rereading Like Detectives (p.43-51)

Teaching Point: "Writers, today I want to teach you that writers reread to make sure both that their writing says what they want it to say and that it makes sense. They look for end punctuation. To build this writing habit, it can help to stop after each page, reread, and ask, 'Did I use punctuation on this page so that it makes sense?'"

Suggested Activities:

- Demonstrate how to reread your own writing, pausing to look for and include end punctuation.
- Invite students to read and think alongside you as you demonstrate on the next sentence.
- Set students up to fix their stories' punctuation, working in partnerships. Then share out some examples.

Mid-Workshop Teaching Point: Using commas in a list.

*See pages 47-50 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 43.

Session 7- Working Hard (p.52-62)

Teaching Point: "Writers, today I want to teach you that just as dancers and athletes work hard, practice, and then get stronger, writers can do that, too. Sometimes, this work takes five minutes,

sometimes a day, and sometimes even a whole month! Writers work hard to get better. Writers set goals and make plans to work toward these goals." **Suggested Activities:**

- Introduce the Narrative Writing Checklist for the second and third grade, and give each child a copy.
- Demonstrate how to compare your own writing against the checklist, setting goals for the unit.
- Set students up to compare their writing against the checklist, working in partnerships to set new goals. - Invite a couple of students to share their goals and reasons for choosing these. *See pages 57-62 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 52.

Evaluation / Assessment

Teacher Observation

Formative: Other: Teacher Observation

- Small group work
- Anecdotal notes
- Running Records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

NJ: 2014 SLS: 21st

Century Life and Careers

NJ: All Grades

Career Ready Practices

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

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Unit Planner: Unit 1: Improving Narrative Craft: Bend 2 2WR Writing Grade 2

Thursday, October 26, 2017, 7:21PM

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Elementary Schools > 2017-2018 > Grade 2 >

English

Language Arts > 2WR Writing Grade 2 > Week 4 - Week 5 by Kelly Hemenway Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives Session 8: Writers will revise on the go, to create a particular effect on the reader.

Session 9: Writers will use books as writing resources, studying different parts of books and thinking, "Could I write like this?"

Session 10: Writers will make their writing more powerful by trying out craft moves learned from mentor authors.

Session 11: Writers will revise on the go, to create a particular effect on the reader.

Session 12: Writers will think not only about what a mentor author has done, but why the author has done this.

Session 13: Writers will edit not only for standard conventions but also for the way their writing sounds.

Session 14: Writers will use an editing checklist to fix any spelling, grammar, punctuation, or capitalization mistakes in their writing.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading: Foundational Skills

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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. **Research to Build and Present**

Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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). **NJ: Grade 3**

Reading: Literature

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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. **Craft and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **Writing**

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Language

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3a. Choose words and phrases for effect.*

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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Essential Questions

How do writers study imagery, tension, and literary language?

Enduring

Understanding

Writers study imagery, tension, and literary language in *Owl Moon*.

Suggested Activities

Session 8- Revising With Intent (p.64-74)

Teaching Point: *"Today I want to teach you that writers revise- on the go- not just to add in details, but to bring out a certain meaning, or a feeling in their reader. They think, 'What am I trying to do as a writer?' They consider how authors they admire have done the same thing. Then they revise their own writing, trying out a few different ways to see which one feels right and matches what they want their readers to take away."*

Suggested Activities:

- Reread your own writing aloud, voicing various intentions you have for its effect on readers.
- Demonstrate how you decide on an intention- making the story funny- and revise accordingly.

- Demonstrate how you generate an alternate intention and again revise accordingly.
- Model considering the possible intentions, and then choosing one for your revision.
- Set students up to consider their own intentions for previously written pieces. -Share examples of different intentions that students have for their writing.

Share: Using a storytelling voice.

*See pages 70-74 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 64.

Session 9- Close Reading (p.75-91)

Teaching Point: *"Today, writers, we are going to do an inquiry. Together, we are going to look at powerful parts of our mentor text and investigate, 'How did the author write like this?' so that we can try this out in our own writing."* **Suggested Activities:**

- Set children up to study a powerful part of the mentor text and to name the effect it has. Remind them of the questions they will ask.
- Scaffold students' work in naming and discussing how the author makes this part of the text so powerful.
- Channel children to name what the author has done that they, too, can do.
- Name what the students have done and link this work to their writing. Remind them how studying a text in this way is like having another teacher.
- Set children up to learn another craft move from a mentor text, using the same steps. Scaffold the process as needed.

Mid-Workshop Teaching Point: Using repetition to show your big idea.

*See pages 83-91 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 75.

Session 10- Learning to Write in Powerful Ways (p.92-102)

Teaching Point: *"Today I want to teach you that one way to make your writing more powerful is to try out craft moves that a mentor author uses. You can find a spot where you are trying to make your writing powerful in the same way that your mentor author has made her writing powerful, and then you can try the same moves in your own piece, in your own way."* **Suggested Activities:**

- Model using the "Learning Writing Moves from Our Favorite Authors" chart as a resource for making your own writing more powerful.
- Recruit children to help you try out craft moves in another part of your writing.
- Revise your shared writing, based on students' suggestions.

Share: Providing feedback to peers.

*See pages 98-102 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 92.

Session 11- Learning to Write in Powerful Ways (p.103-110)

Teaching Point: *"Today I want to teach you that trying out craft moves takes practice. I want to show you again how you can match a part in your own writing with a part in a book to write with more power."*

Suggested Activities:

-Model using the "Learning Writing Moves from Our Favorite Authors" chart as a resource, to add to your own writing story from yesterday, choosing a different craft move today, for making your writing more powerful.

-Recruit students to help you find another part of your story where this craft move might work.

-Have students look through their own writing to find places where they can try out these craft moves in their own writing.

*See pages 108-110 for Link, Mid-workshop, and Share

Session 12- Emulating Authors in Ways that Matter (p.111-120)

Teaching Point: *"Today I want to talk to you again about intent. Specifically, I want to teach you that when writers revise, they study mentor authors, thinking not only, 'What has this author done that I could try out?' but also 'Why has this author done this?' Then they look at their own writing to be sure that they've emulated craft moves in ways that make sense- in ways that make their stories better."*

Suggested Activities:

-Demonstrate the process you use to think about why the mentor author writes as she does.

-Share a piece of writing in which the craft move you tried does not bring out the story's meaning.

-Demonstrate revising your writing by using a craft technique in a way that enhances meaning.

-Ask the class to help you revise your text, again using the same craft move to convey your meaning.

Mid-Workshop Teaching Point: Noticing the words mentor authors

choose. *See pages 115-120 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 111.

Session 13- Mining Mentor Texts for Word Choice (p.121-129)

Teaching Point: *"Today I want to teach you that writers don't just revise whole parts of their writing. They also revise for the way their writing sounds. You can use mentor authors to learn how to make careful and thoughtful word choices that capture the sound and beauty of your writing when you revise."*

Suggested Activities:

-Conduct a "symphony share", where each student shares out examples of beautiful language he or she noticed in *Owl Moon*. Point out how Jane has made some important choices about language and how they can do the same.

-Read your story to the class and model reflecting on the language choices you have made.

-Give students an opportunity to revise your writing.

Share: Interviewing writing partners to teach both partners about writing. *See pages 125-129 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 121.

Session 14- Rereading and Quick Editing (p.130-132)

Teaching Point: *"Today I want to teach you that writers who are preparing their pieces for an audience think about all of the things they have learned about editing, making sure they've gotten all of those things right, before sharing their work."*

Suggested Activities:

-Hand out and review the Editing Checklist with students, pointing out that this is a resource for them to use, just as they've used Jane Yolen as a resource.

-Model going through one of your stories, going back and forth between the story and the editing checklist.

-Have students work with their writing partner to edit to the first page of each of their stories, using their editing checklist.

-Give students time to go through the rest of their story independently, using their checklist to edit as they go.

Mid-Workshop Teaching Point: Come up with a title for your story.

*See pages 131-132 for Link, Mid-workshop, and Share

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work

Anecdotal notes

Running Records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Teacher Notes

Atlas Version 8.2

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Unit Planner: Unit 1: Improving Narrative Craft: Bend 3 2WR Writing Grade 2

Thursday, October 26, 2017, 7:21PM

Elementary Language Arts > 2WR Writing Grade 2 (BA) > Week 6 Schools > 2017-2018 > Grade 2 >

English -

Last Updated: by Kelly Hemenway [Thursday, August 31, 2017](#)

Week 8

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives Session 15: Writers will learn from any mentor author, at any time.

Session 16: Writers will try new things in their writing, even if they aren't perfect at these, and then they decide if the new things they tried work.

Session 17: Writers will turn to each other for help to check that their writing is the best that it can be.

Session 18: Writers will get their writing ready for publication by making sure it is easy to read.

Session 19: Writers will celebrate their work as narrative writers and share their narrative stories with the larger community.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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. **Range of Reading and Level of Text**

Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **Reading: Foundational Skills**

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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). **NJ: Grade 3**

Reading: Literature

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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. **Writing**

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Copyright © State of New Jersey, 1996 - 2016.

Essential Questions

How do writers study other authors on their own?

Enduring Understanding

Writers study other authors on their own.

Suggested Activities

Session 15- Learning Craft Moves from Any Mentor Text (p.134-141)

Teaching Point: *"Today I want to teach you that whenever you want some help with your writing, you can find it. Just choose a mentor text for yourself, and find what you admire, why you admire that part, and how the author wrote it. Then, try the same move in your writing."* **Suggested Activities:**

-Tell writers that whenever they want help improving their writing, they can call on the services of a mentor author. Review the chart listing steps for doing so ('How to Learn Writing Moves from a Mentor Text')

-Demonstrate how you call on the help of a mentor author so that children will self-initiate this work in ways that improve their writing.

-Recruit children's help thinking about how the author made a part powerful, and name the craft moves she used that they can try, too.

Mid-Workshop Teaching Point: Choosing your own mentor text.

*See pages 138-141 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 134.

Session 16- Being Bold (p.142-149)

Teaching Point: *"Today I want to teach you that when writers do something new, they don't just try it once and give up. Writers are bold! You can be bold too. You can try new things in your writing, even if they're not perfect. Then you can see what you think. You can ask yourself, 'Did it work?' or 'Should I try it again in a new way?'"* **Suggested Activities:**

-Demonstrate trying something new you learned from a mentor author. Model first how daunting this can be.

-Model how to be bold, trying out a craft move in several different ways until the writing feels just right. -

Ask students to find a craft move from their own mentor texts, and then help you incorporate it into your story.

*See pages 145-149 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 142.

Session 17- Writers Can Help Each Other (p.150-152)

Teaching Point: *"Today I want to teach you that even the masters turn to other writers for help. They ask each other questions and check that their writing is as clear, meaningful, and well crafted as it can be. Writers revise in the company of other writers. And you and your writing partner can do the same."*

Suggested Activities:

-Elicit the help of one child in the class to act as your writing partner (this should be arranged in advance so she is prepared for the sort of exchange you'll demonstrate).

-Using the Narrative Writing Checklist, quickly look between the goals she set earlier this unit and the piece of writing she's currently revising, checking to see that she's done what she set out to do.

-Next, invite her to consider new goals, using the Narrative Writing Checklist.

-Send children off to meet with their writing partners to carry on similar conversations.

*See pages 151-152 for Link, Mid-workshop, and Share

Session 18- Editing and Preparing for Publication (p.153-158)

Teaching Point: "As you fix up your writing for publication, it is important to be sure it is easy to read. Today I want to teach you that you can use strategies you are learning in word study to help you fix up your spelling. Specifically, you can think about the parts of words, listen to each syllable, and think, 'Is this part spelled with a short or long vowel sound?' Then you can try a few different spellings to see which sounds and looks best." **Suggested Activities:**

-Model how to edit for spelling by breaking a word down into syllables and thinking about the vowel sounds in each one.
-Set students up to work on the spelling of a second misspelled word, thinking about each syllable and the vowel sounds in each part.
*See pages 156-158 for Link, Mid-workshop, and Share **Resources:**
*See Getting Ready box on page 153.

Session 19- A Celebration (p.159-164) Suggested Activity:

-Have students celebrate their work by sharing their published narratives with an outside audience (another class, parents, etc.)

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work
Anecdotal notes
Running Records
Teacher scored rubric (On Demand)

Resources

*See Getting Ready box on the first page of each session.
*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:
<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Teacher Notes

Once the narrative unit is complete, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write a narrative story using all of the skills learned and practiced during this Narrative unit.
You may use the one given at the beginning of the year or before the unit to show growth in Narrative writing.

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Unit Planner: Unit 2: A How to Guide to Nonfiction: Bend 1
2WR Writing Grade 2

Thursday, October 26, 2017, 7:22PM

Elementary Schools > 2017Language Arts > 2WR Writing Grade 2 > Week 9 -2018 > Grade 2 > English - Week
Last Updated: [2017](#) by Lisa Vallacchi [Wednesday, September 20,](#)

Proficiency / Objectives

Session 1: Writers will write around areas of expertise. When the topic is one they know well, they can start a book right away and write it quickly.

Session 2: Writers will notice what other nonfiction writers have done in their books and think, "I can try this, too!"

Session 3: Writers will write more on each page by rereading and then thinking, "What else could I say?"

Session 4: Writers will get stronger by looking at their writing, setting goals, and making plans.

Session 5: Writers will reread their writing as an editor, checking for spelling, grammar, and punctuation to make their piece easier for their readers to understand.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently. RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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. **Research to Build and Present**

Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and

collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

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Essential Questions

How do writers write lots of nonfiction books quickly?

Enduring

Understanding

Writers write lots of nonfiction books quickly.

Suggested Activities

Session 1- Launching the Big Work of Nonfiction Writing in Accessible Ways (p.2-10)

Teaching Point: *"Today I want to teach you that nonfiction writers write about topics on which they have expertise. Sometimes writers choose a brand-new topic, and spend a long time getting to be an expert on that topic. But other times, nonfiction writers choose a topic on which they are already an expert, in which case they get started right away."* **Suggested Activities:**

-Rally kids' energy by talking up the way the books they write can soon go into each other's book baggies to be read during reading workshop.

-Ask whether one child could whip up a book on some unfamiliar topic. After eliciting a no, generate a list of topics on which that child could whip up quick nonfiction books.

-Recruit children's help finding a topic that you could write about today. Demonstrate this by first suggesting topics for yourself that won't work because you would need to first research them.

-Ask students to brainstorm topics you could write about. Voice over as children talk in a way that also helps them imagine topics that might be good for them.

Mid-Workshop Teaching Point: Adding chapters to a nonfiction book.

Share: Meeting nonfiction authors.

*See pages 5-10 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 2.

Session 2- Learning from the Experts (p.11-19)

Teaching Point: *"Today I want to teach you that once a person has written nonfiction books, that person's reading of nonfiction is forever changed. Authors of nonfiction books read books written by other authors and think, 'Whoa! Look what he did in his book! Look what she did! I should try that.'"* **Suggested**

Activities: -Liken the work children will do to the work they did previously when they mentored themselves to authors of fiction. Emphasize that it is rare for kids to study the craft of nonfiction authors.

-Set students up to help one child in the class notice things in a nonfiction mentor text that she can try out in her own writing.

-Debrief, reminding writers that the work is transferrable to other days and other books.

-Set partners up to study the nonfiction books in their baggies together, as writers do, noticing things they can try out in their own writing.

-Invite children to now find places in their writing where they can try the work they noticed from their nonfiction reading books.

Share: Using Tiny Topics notepads to capture ideas for nonfiction books.

*See pages 15-19 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 11.

Session 3- Nonfiction Writers Squeeze Their Brains (p.20-26)

Teaching Point: *"Today I want to teach you that nonfiction writers know their readers want all the information the author can give them. That means nonfiction writers go from writing to rereading what they've written, and when they reread, they squeeze their brains to think up more information to add to their writing."*

Suggested Activities:

-Recruit one child to read aloud the first chapter of his information book. Then ask him to squeeze his brain to think of more information he could add to the page.

-Debrief in a way that makes the work transferrable to other days, other students, other texts.

-Channel one partner to reread his or her chapter and to tell the other things that could be added to the chapter.

Mid-Workshop Teaching Point: Using flaps and arrows to insert added information into the right place.

*See pages 23-26 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 20.

Session 4- Writers Set Goals and Make Plans (p.27-35)

Teaching Point: *"Whenever someone wants to get better at something, they practice. Today, I want to teach you that writers are no different. They work hard to improve their writing by setting goals and then making plans to work toward those goals."* **Suggested Activities:**

-Set writers up to evaluate their writing by introducing the Information Writing Checklist for first and second grades.

-Scaffold students' self-evaluation by reading aloud items from the secondary checklist and adding in clarifying tips. Ask writers to mark their own pieces when they find evidence of accomplishing an item. -

Acknowledge that writers often find criteria they have not yet met; these items become goals. Then quickly reread the checklist, inviting children to listen for items they can mark as their own goals.

-Invite a few writers to share their goals as a way to make goal-setting public.

-Highlight that to really strengthen their writing, writers need to make plans to go along with their goals, and invite kids to do the same.

Share: Writers rehearse "About the Author" pages. *See pages 32-35 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 27.

Session 5- A Trip to the Editor (p.36-39)

Teaching Point: *"Today I want to remind you that when writers reread their writing, they not only check that their piece has great content and is well organized, but they also reread as an editor. They check their spelling, grammar, and punctuation to make their piece easier for their readers to understand."*

Suggested Activities:

-Give students a tool to help them remember what they are on the lookout for (Language Conventions portion of the Information Writing Checklist, "Writers Can Edit For" chart)

-Have students begin editing their work with the help of their writing partner as their coeditor.

-Send students off to finish editing their work independently, using the provided resources.

*See pages 38-39 for Link, Mid-workshop, and Share

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work

Anecdotal notes

Running Records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

NJ: 2014 SLS: 21st

Century Life and Careers

NJ: All Grades

Career Ready Practices

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

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Unit Planner: Unit 2: A How to Guide to Nonfiction: Bend 2 2WR Writing Grade 2

Thursday, October 26, 2017, 7:23PM

Elementary Schools > 2017Language Arts > 2WR Writing Grade 2 > Week 12 -2018 > Grade 2 > English
- Week Last Updated: Tara Snellings [Thursday, August 31, 2017](#) by

14

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 6: Writers will consider what information their audience would want to know.

Session 7: Writers will help their readers picture the information.

Session 8: Writers will grab their audience's interest from the start of a chapter with an interesting lead.

Session 9: Writers will give themselves reminders to keep their audience in mind while they simultaneously work to generate interesting writing.

Session 10: Writers will make sure their writing isn't confusing for readers by rereading, noticing when they have questions, and clarifying that information.

Session 11: Writers will set goals for work they can do to make a chapter even better, then transfer those goals from chapter to chapter.

Session 12: Writers will draw on strategies they know to fix up their writing for readers, making sure it is easy to read.

Session 13: Writers will add final touches to fancy up their books for an audience.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different

contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

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Essential Questions

How do writers write for an audience?

Enduring Understanding

Writers write for an audience.

Suggested Activities

Session 6- Nonfiction Writers Consider What Information Their Audience Wants to Know (p.44-53)

Teaching Point: *"Today I want to teach you that writers write differently when they are writing for an audience. Before they write a chapter, they pause to think, 'What information does my audience want to know?'"*

Suggested Activities:

-Explain that you're going to write a new book for an audience of teachers. Recruit kids to role-play being teachers and then, using them as an audience, demonstrate how you plan the information they would want to learn.

-After suggesting several kinds of information that the kids reject as information the audience would not want, settle on a plan for information that your audience would want to learn.

-Debrief by naming what you demonstrated, that writers can consider their audience to decide what information should be in a chapter.

-Channel students to choose an audience. Ask one partner to be the writer and name the information that will go in his chapter, keeping audience in mind; the other will be an audience and provide feedback.

Share: Revising Table of Contents pages for an audience. *See pages 48-53 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 44.

Session 7- Helping Readers Picture Information (p.54-62)

Teaching Point: *"Today I want to teach you that writers don't only think, 'What information will my audience need to know?' They also make sure to hold their readers' interest by thinking, 'How can I help my readers picture the information?' Writers do this by using description."* **Suggested Activities:**

-Tell a story that illustrates how using descriptions can help a reader picture information.

-Show an example of how a student author uses descriptions to help the reader picture information.

-Set writers up to practice this strategy in their own books.

-Coach students to rehearse descriptions orally before writing in their own books.

Mid-Workshop Teaching Point: Using comparisons to help your audience envision.

*See pages 57-62 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 54.

Session 8- Nonfiction Writers Aim to Hook an Audience's Interest...Right from the Start (p.63-70)

Teaching Point: *"Today I want to give you another tip for keeping readers interested. If you want your reader's attention, you need to grab it right away. Nonfiction writers make sure to grab their audience's interest, to hook their audience, right from the start."* **Suggested Activities:**

-Recruit the kids to join you in examining how a mentor author writes leads to various chapters, making sure the leads are ones that hook readers.

-Engage students in writing a lead using one of the two strategies you've just taught (Ask a question, Introduce the chapter's topic with pop-out words)

-Channel students to plan out multiple leads for a chapter in their own nonfiction books.

Mid-Workshop Teaching Point: Keeping readers interested at the ends of chapters.

*See pages 66-70 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 63.

Session 9- Writers Do More Than One Thing at Once (p.71-80)

Teaching Point: *"Today I want to teach you that writers make sure to keep their audience at the front of their minds the whole time they are writing. To do this and teach interesting facts, they give themselves reminders that help them do two jobs at once."* **Suggested Activities:**

-Suggest that creating a reminder can help children keep their audience in mind as they work to make their writing interesting. Invite them to do this, then model it on the demonstration text.

-Invite partnerships to help you write a chapter in your demonstration text, using a reminder Post-it to keep the audience in mind while making the writing interesting.

-Share out examples of partners' writing that is both interesting and mindful of the intended audience.

Invite children to add on and double-check that the information satisfies both goals. *See pages 74-80 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 71.

Session 10- Clearing Up Confusion (p.81-88)

Teaching Point: *"Today I want to teach you that when nonfiction writers write for an audience, they make sure to clear up any confusion so that readers are not left with questions. Nonfiction writers do that by rereading as if they were the audience and finding places where they have questions themselves."*

Suggested Activities:

-Ask children to act as the Question Crew for your book. Share a part, written to be confusing, and then invite partners to name what exactly was confusing.

-Debrief, emphasizing that writers can spot places where their information is confusing, and then ask and answer questions to clarify for their readers.

-Ask partners to read more of your book, look for unanswered questions, and then write answers to those questions on revision strips.

-Show students how you can use revision strips to revise your writing.

Mid-Workshop Teaching Point: Addressing spelling and punctuation confusion

*See pages 85-88 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 81.

Session 11- Setting Goals to Make Nonfiction Books Better (p.89-97)

Teaching Point: *"Today I want to teach you that checklists and other reminders for ways to write well can be way more powerful than you think. Checklists and other reminders don't just give a tip for one thing you can do, one day, in one part. Instead, they remind you of work you can do over and over, page after page, day after day."* **Suggested Activities:**

- Remind children about how they have used the Information Writing Checklist to help identify goals, then tell them that there is a way to use the checklist to make their writing even better.
- Share a comparison to show children that they can use strategies on the Information Writing Checklist to accomplish particular goals in their books, and then carry those goals across chapters.
- Set kids up to try this work, using their own checklists. As they review their writing and choose goals, circulate and guide their choices as needed. Then get them started revising, goal in hand.

Share: Writing reviews using the checklist and the anchor chart

*See pages 93-97 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 89.

Session 12- Editing Nonfiction Writing (p.98-105)

Teaching Point: *"Today I want to remind you that writers make sure their writing is easy to read. One way you can do this is by using your knowledge of words you know how to spell to help you fix up misspelled words or to spell brand-new words ."* **Suggested Activities:**

- Remind students of kindergarten, when they had to stretch out each word. Highlight growth, naming that students now have a large bank of words that they can spell with automaticity.
- Tell kids that they can draw on their spelling knowledge to figure out how to spell new and tricky words. Demonstrate how to do that with a piece of writing from another second-grader.
- Invite partners to continue reading the chapter, sharing out misspelled words they notice, and choosing a strategy to help them fix up these misspelled words.

Mid-Workshop Teaching Point: Writers edit repeating words.

*See pages 101-105 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 98.

Session 13- Fancying Up Nonfiction Books for an Audience (p.106-110)

Teaching Point: *"Today I want to remind you that writers can look at published books to get ideas for their own books. Writers can notice the ways published authors fancy up their books for readers and try some of those same moves in their books, too ."* **Suggested Activities:**

- Study published books by placing one mentor at a time under the document camera, studying the cover, the pictures, and the back of the book while you name ways that the authors made their books look fancy. **or**
- Divide kids into four groups in the meeting space, placing a few published books with each group. Coach each group as they study these books and write down what they notice on Post-its to collect for a one-day chart on fancying up nonfiction books.
- Have students look through another second-graders fictional book and make decisions about what that writer could do to fancy up his writing, giving students ideas for fancying up their own books.

Share: Mini celebration

*See pages 107-110 for Link, Mid-workshop, and Share

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work Anecdotal notes

Running records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century
Skills

Teacher Notes

Atlas Version 8.2

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Unit Planner: Unit 2: A How to Guide to Nonfiction: Bend 3 2WR Writing Grade 2

Thursday, October 26, 2017, 7:24PM

Elementary Schools > Language Arts > 2WR Writing Grade 2 > Week 15 2017-2018 > Grade 2 > English

- Week Last Updated: Tara Snellings [Thursday, August 31, 2017](#) by

16

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 14: Writers will mold their information in different ways to write different kinds of nonfiction books,

Session 15: Writers will use books as writing resources, studying different kinds of books and thinking, "How can I use craft moves like these in my own books?"

Session 16: Writers will use all that they know about writing nonfiction whenever they write.

Session 17: Writers will work with their writing partner to help improve each other's writing by giving each other feedback.

Session 18: Writers will get their writing ready to publish by leaning on everything they know.

Session: 19: Writers will hold a learning expo to celebrate their writing.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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. **Craft and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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. **Research to Build and Present**

Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

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Essential Questions

How do writers write different kinds of nonfiction books?

Enduring Understanding

Writers write nonfiction books of all kinds.

Suggested Activities

Session 14- Writing Nonfiction Books of All Kinds (p.112-118)

Teaching Point: *"Today I want to teach you that just as artists can take clay and shape it into one thing and then another, so too, writers can take information about a topic, and shape it into one kind of book, or another, or another."* **Suggested Activities:**

- Remind students that they know how to organize information into all-about books, and begin a chart about the different kinds of nonfiction books that writers can create.
- Show how you can shape the information in your demonstration text into a different format: a story that teaches. Emphasize including details that teach into the story.
- Channel writers to think about how they might take the information in their book and turn it into a different kind of nonfiction book- a story that teaches.
- Invite partners to study how-to and question-and-answer books, noting what kinds of nonfiction books they are.
- Convene the class and compile a list of kinds of nonfiction they'd notice.
- Ask students to imagine rewriting your bakery book into one of those kinds of nonfiction. Provide lean coaching to encourage creative thinking.

*See pages 116-118 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 112.

Session 15- Leaning on Authors as Mentors (p.119-125)

Teaching Point: *"Today I want to teach you that when writers want to write a kind of text they have never written before, they don't have to do that work alone. You can always find yourself a mentor. Just find books that are like those you want to write, and let the authors of those books mentor you."*

Suggested Activities:

- Remind students about how an inquiry works, then distribute mentor texts and Post-its to each group of writers.
- Circulate the room, listening to the ways that students are analyzing their mentor texts. Provide lean coaching to help develop their thinking.
- Direct groups to remove the Post-its from inside mentor texts, with their collected craft moves, and stick them onto chart paper, creating a resource.

*See pages 121-125 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 119.

Session 16- Writers Use Reminders to Craft New Books (p.126-133)

Teaching Point: *"Today I want to teach you that learning to write well involves trying new things, but it also involves remembering to do everything you learned earlier. Sometimes it helps to have ways to remind yourself of the things you already know to do."* **Suggested Activities:**

- Tell students that it helps people to keep lists on hand that are reminders of things a person has already learned to do, and to use those lists as to-do lists.
- Review the first two bullets of the anchor chart from Bend 2 with writers (*Think, 'Who is my audience?' and 'What will they want to learn?' *Help readers picture the information - add description - add comparisons)
- Demonstrate using the anchor chart as a reminder to write for an audience. Revise your earlier rehearsal of your new book.

-Set partners up to orally rehearse their books, drawing on all that they know and using the anchor chart to coach each other.

Mid-Workshop Teaching Point: Becoming the reader of your own writing.

Share: Leaning on partners for writing support.

*See pages 130-133 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 126.

Session 17- Partners Lend a Hand (p.134-141)

Teaching Point: *"Today I want to teach you that writing partners can give each other feedback to help them set and meet goals. One way you can do this is by using the checklist to guide you. You can look to see what your partner is doing well and what he or she may need to practice."* **Suggested Activities:**

- Organize a writing partnership in a fishbowl as a demonstration for giving effective feedback. Invite the rest of the class to observe and note their behaviors.
- Listen as partnerships debrief. Gather the class back together and chart the behaviors that children noticed, naming them as transferable partnership behaviors.
- Channel partners to give each other feedback.

Share: Making choices and preparing for the final celebration- have students choose the books they will publish.

*See pages 137-141 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 134.

Session 18- Planning for the Final Celebration (p.142-144)

Teaching Point: *"Today I want to remind that as writers get ready to publish, or celebrate their work, they lean on everything they know to ready their books. Writers sometimes find it helpful to make a little list of things they need to do to get their books ready for others. Then they work to make their books the best they can be!"* **Suggested Activities:**

- Invite a student up to the front and have the class work to help that student make a plan for his or her work time today.
- Highlight how important it is for writers to look between their books and the resources at hand to make decisions about what will help them ready their books.
- Have students work to make their own plans, determining what is most important for their work today. Invite them to jot three or four big things they think they need to work on today on a Post-it.
- Have writers review their plans with their partners and decide on the tools they need before heading off to work on their to-do lists.

*See pages 143-144 for Link, Mid-workshop, and Share

Session 19- Holding a Learning Expo (p.145-144)

Suggested Activity:

- Have students celebrate their work by showcasing their knowledge of expert topics and, most importantly, their ability to write different kinds of nonfiction books with an outside audience (another class, parents, etc.) **Resources:**

*See Getting Ready box on page 145.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work Anecdotal notes

Running records

Teacher scored rubric (On Demand)

Resources

*See Getting Ready box on the first page of each session.

21st Century Skills

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

Teacher Notes

Once the nonfiction unit is complete, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write a nonfiction story using all of the skills learned and practiced during this Nonfiction unit.

You may use the one given at the beginning of the year or before the unit to show growth in Nonfiction writing.

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Unit Planner: Unit 3: Writing Gripping Fictional Stories: Bend 1 2WR Writing Grade 2

Thursday, October 26, 2017, 7:25PM

Elementary Schools > 2017-2018 > Grade 2 > English
Language Arts > 2WR Writing Grade 2 > Week 17

Last Updated: [Friday, September 22, 2017](#) by
Lisa Vallacchi

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 1: Writers will plan and write a gripping fictional story by using all that they have already learned about narrative writing.

Session 2: Writers will generate focused story ideas.

Session 3: Writers will organize a fictional story by planning their story out before writing.

Session 4: Writers will increase the volume in both the quantity of stories generated and the depth of an individual story.

Session 5: Writers will collaborate with their writing partners to help them elaborate their stories with focus.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 3

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

W.3.3d. Provide a sense of closure.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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Essential Questions

How do children generate edge of the seat story ideas?

Enduring Understanding

Students will create edge of the seat story ideas.

Suggested Activities

Session 1: Introduce the genre/Getting Energy for Writing by Talking (If/Then p. 41-42)

Teaching Point: "Today I want to teach you that, using everything you have learned about strong narrative writing, you can write realistic fiction stories about a character you dream up.." **Suggested Activities:**

-Explain to students what realistic fiction means -Show good examples of edge-of-the-seat stories and explain that examples are all around us.

Session 2: Generating Focused Story Ideas (If/Then p. 42-43)

Teaching Point: "Today I want to teach you that writers use strong emotions that they have experienced, or read about, to help them generate ideas for a gripping realistic fiction story."

Suggested Activities:

-Use mentor texts to demonstrate getting ideas from other stories we have read. - Brainstorm realistic story ideas in their Tiny Topics notebooks.

Session 3: Plan the Story (If/Then p. 43-44)

Teaching Point: "Today I want to teach you that, by planning out your story you will be able to keep your focus on your seed story and 2-3 detailed characters in your story." **Suggested Activities:**

-Model and list important parts to writing a realistic fiction story.

1. Seed Idea: Should take place in a 20 minute time period.
2. Focus on only 2-3 realistic characters and make sure they can relate to them. 3.

Should not be a real story, but it could be based on an experience they had.

Session 4: Writing Deeper and More Stories (If/Then p. 44)

Teaching Point: "Today I want to teach you that writers keep writing for we know that "when you're done, you've just begun!""

Suggested Activities:

-Have students add new ideas to their Tiny Topics notebook so in case they get stuck during a story, they can stop it, store it for later, and start a new story.

Session 5: Use Writing Partners to Elaborate with Focus (If/Then p. 45)

Teaching Point: "Today I want to teach you that, by working with your writing partner, you can come up with even more details to stretch out your edge-of-your-seat seed story." **Suggested Activities:**

-Stretching out our story **does not** mean making it take place over a longer period of time. It means stretching out the time period that we do have into even more details. -Work with writing partners to elaborate their stories with even more details.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation

Small Group Work Anecdotal

Notes

Running Records

Resources

*Tiny Topics Notebooks

*Additional resources (including rubrics, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

NJ: 2014 SLS: 21st

Century Life and Careers

NJ: All Grades

Career Ready Practices

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

Optional ideas:

For session 1: Use parts of the following scene from Toy Story 3 to demonstrate keeping a reader/audience on the edge of their seats.

<https://www.youtube.com/watch?v=QtQPmDjuA5s>

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Unit Planner: Unit 3: Writing
Gripping Fictional Stories: Bend 2
2WR Writing Grade 2

Thursday, October 26, 2017, 7:25PM

Elementary Schools > 2017-2018 > Grade 2 > English
Language Arts > 2WR Writing Grade 2 > Week 18
Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Last Updated: [Friday, September 22, 2017](#) by
Lisa Vallacchi

Proficiency / Objectives

Session 6: Writers will revise parts of their stories by acting them out with detail and thinking about the internal journey of their characters.

Session 7: Writers will create tension in their stories by including obstacles, complicating problems, and challenging situations.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 3 Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

W.3.3d. Provide a sense of closure.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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Essential Questions

What pulls a reader into a story?

Enduring Understanding

Writers will pull readers to the edge of their seats.

Suggested Activities

Session 6: Making Stories Come Alive with Details About the Characters (If/Then p. 46-47)

Teaching Point: "Today I want to teach you that writers turn their summaries into edge-of-your-seat stories by imagining, and even acting out each part of the story" **Suggested Activities:**

- To stretch out my story, I need to ask myself, "What happens at the start of my story?"
- One strategy writers use to help them write make their stories more clear, is to act it out.
- Writing partners carefully watch their partner as he/she acts their story out to find things that they did while acting, but don't have on their paper. These will be new details that they can add in their revisions!

Session 7: Create Tension...include obstacles, complicating problems, and challenging situations (If/Then p. 47-48)

Teaching Point: "Today I want to teach you that writers create tension by dropping a hint here or there so that they can begin to guess what might happen next. You can do this by sharing what a character is thinking or feeling."

Suggested Activities:

- The easiest way to create tension is to make it hard for the main character to get what he or she wants. Good writers ask themselves, "What trouble will get in my character's way, or stop him from getting what he wants?"
- Model writing a new story having students watch how you take this one problem and create tension by adding in a few more obstacles.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation

Small Group Work Anecdotal

Notes

Running Records

Resources 21st Century Skills

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

Teacher Notes

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Unit Planner: Unit 3: Writing
Gripping Fictional Stories: Bend
3

2WR Writing Grade 2

Thursday, October 26, 2017, 7:26PM

Elementary Schools > 2017Language Arts > 2WR Writing Grade 2 > Week 19 -2018 > Grade 2 > English
- Week Last Updated: by Wendy Barber [Wednesday, October 4, 2017](#)

Proficiency / Objectives

Session 8: Writers will reflect on past work in order to set goals for future work.
Session 9: Writers will revise their stories to highlight the personality trait(s) of their character(s).
Session 10: Writers will write a literary beginning to their story.
Session 11: Writers will write a literary ending to their story that sends a message.
Session 12: Writers will polish/edit their writing.
Session 13: Writers will reflect on past work in order to set goals for future work.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 3 Writing

NJLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c. Use temporal words and phrases to signal event order.

W.3.3d. Provide a sense of closure.

Production and Distribution of Writing

NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **Range of Writing**

NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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Essential Questions

How does one write a compelling story?

Enduring Understanding

Writers will write compelling stories.

Suggested Activities

Session 8: Reflect on past work and set goals for future work (If/Then p. 48)

Teaching Point: *"Today I want to remind you that writers are consistently pushing themselves to become even better writers. They do this by reflecting on their past work and setting goals for their future work."*

Suggested Activities:

- Review Narrative Writing checklist demonstrating how we can use the same checklist to help us review our stories.
- Students create goals for themselves to use throughout the process based on their individual needs.

Resources: Narrative Writing Checklist

Session 9: Revise to Highlight Important Character Traits (If/Then p. 48-49) Teaching

Point: *"Today I want to teach you that writers also use dialogue to show a character's personality."*

Suggested Activities:

- Explain to students that when we read books, we get to know what the characters are like by paying attention to the things they say.
- Have students write down their main character's personality trait on a post-it. Then, they should identify places throughout their story where they can add in dialogue that really shows their character's personality trait.
- Students can check to make sure that they are not including any contrary dialogue or actions in their story.

Session 10: Leads (If/Then p. 50)

Teaching Point: *"Today I want to teach you that, authors can try writing a few different versions for their lead before deciding which one works best."* **Suggested Activities:**

- Review how we try to grab our reader's attention from the beginning of our story...model different versions for the lead (descriptive, dialogue, thinking, action).
- Share mentor texts that show examples of each of the 4 types of leads.
- Students can come up with 4 different leads for their story...trying them out until they decide on one that is right for the lead to their story.

Session 11: Endings/Revising for Meaning (If/Then p. 50)

Teaching Point: *"Today I want to teach you that authors can try writing a few different versions for their ending before deciding which one works best."* **Suggested Activities:**

- Crafting a powerful ending is an essential step in the writing process. -Review examples of types of endings:
 1. Echo the beginning
 2. Leave the reader with something to think about
 3. Bring the story full circle
 4. Solve a problem
 5. Bring out the meaning of the story
 6. Remind reader of the Life Lesson that the character learned

Session 12: Polishing/Editing for Publication (If/Then p. 50)

Teaching Point: *"Today I want to teach you that before we celebrate our story, we need to polish (edit) our writing."*

Suggested Activities:

- Spend time reviewing some or all of the following skills:
 1. Capitalizing proper nouns such as names and special places
 2. Making sure that the story remains in a third-person voice
 3. Adding words or punctuation that may have been left out

Session 13: Celebration: Book Talks (If/Then p. 50)

- Celebrate student writing by reading aloud and having book talks.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation

Small Group Work

Anecdotal Notes

Running Records

Teacher Scored Rubric (On-Demand)

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

**21st Century
Skills**

Teacher Notes

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Unit Planner: Unit 4: Poetry:

Bend 1

2WR Writing Grade 2

Thursday, October 26, 2017, 7:28PM

Elementary Schools > 2017-2018 > Grade 2 > English Language Last Updated: [Wednesday, September](#)

Arts > 2WR Writing Grade 2 > Week 21 - Week 22 [20, 2017](#) by Lisa Vallacchi

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 1: Writers will look at everyday

objects in fresh, unusual ways.

Session 2: Writers will recognize poets' intentional use of line breaks and try out a few different ways until their words look and sound right to them.

Session 3: Writers will choose topics that mean a lot to them, and then anchor those topics in a meaningful small moment, image, or object.

Session 4: Writers will mine their notepads and their lives for ideas that have both strong feelings and concrete details.

Session 5: Writers will edit their poems, paying close attention to spelling by circling words that look incorrectly spelled and drawing on strategies to fix these.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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. **Craft and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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. **Range of Reading and Level of Text Complexity**

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different

contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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). **NJ: Grade 3**

Reading: Literature

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Language

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.3.3a. Choose words and phrases for effect.*

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Essential Questions

How do you see with poets' eyes?

Enduring

Understanding

Writers will see the world with poets' eyes.

Suggested Activities

Session 1: Seeing with Poets' Eyes (p. 2-13)

Teaching Point: *"Today I want to teach you that poets see with poets' eyes. Poets look at things with their hearts and minds. They sometimes look at things from different angles or think about what things resemble. This helps poets write about the world in different, unusual ways."* **Suggested**

Activities:

-Show the children how one poet saw an object in a different, unusual way, contrasting it with the "regular" way someone might see the object.

-Highlight the novelty in the poet's vision, thinking aloud about how she might have done this.
-Show the class how you can practice seeing with poets' eyes by looking at a familiar object in a new way.
-Ask the children to think of how they would write with poets' eyes about another object. Then show what the poet did.
-Debrief: Poets see in fresh ways by looking closely, by caring about what they see, and sometimes by making comparisons.
*See pages 6-13 for Link, Mid-Workshop, and Share
Mid-Workshop Teaching Point: Slow down and linger with an object to see--and write---more.
Resources:
*See Getting Ready box on page 2.

Session 2: Listening for Line Breaks (p. 14-21)

Teaching Point: *"Today I want to teach you that one way to give your poems music is to pay attention to where you put words and where you don't put words. Poets try a few different ways of breaking up their lines, reading the poem aloud after each try, until the poem is written in a way that sounds just right."*

Suggested Activities:

-Show a familiar poem, written as prose and as a poem, and channel children to listen as you read the prose version in a blah way.
-Contrast this with reading the same poem written with the line breaks the author intended. Discuss why the line breaks support the meaning and influence your reading.
-Ask the children to read the poem aloud again, using line breaks as the author instructed them to do. Challenge them to reflect on how the line breaks influence their oral reading.

*See pages 15-21 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Partners can work together to write one of their poems in several different ways. Discuss how to do it and WHY it might go that way (Line breaks help highlight the meaning).

Resources:

See Getting Ready box on page 14.

Session 3: Putting Powerful Thoughts in Tiny Packages (p. 22-30)

Teaching Point: *"Today I am going to teach you that poets think about a big idea, a big feeling, and then find the small moment, image, or object that holds that big feeling, that big idea."* **Suggested Activities:**

-Point out that poets need to find a topic that is big and that is also small and specific. Show how you generate a topic.
-Help the children coauthor the start of a poem about a shared big feeling. Refer to a chart that lists some strategies that can be used to generate ideas for a poem.
-Help children see the concrete detail with fresh eyes.
-Say the children's own words back to the class as a poem pointing out how they started with a general feeling and then zooms in.

*See pages 26-30 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Adding music in our voices as we read poems.

Resources:

See Getting Ready box on page 22.

Session 4: Poets Find Poems in the Strong Feelings and Concrete Details (p. 31-38)

Teaching Point: *"Today I want to teach you that before starting a new poem, poets often review their jotted poem ideas, asking themselves, 'Does this idea contain both strong feelings and concrete details?' and then they start new poems based on ideas that contain both of those elements."* **Suggested**

Activities:

-Remind children of strategies they have learned for crafting poems.
-Demonstrate reading jottings from your Tiny Topics notepad. Think aloud as you examine your notes for both strong feelings and concrete details.
-Debrief, reiterating the two questions that will help children decide if an idea could become a poem: 1. Does it give me a strong feeling? 2. Have I found a specific moment, detail, or object that holds that feeling for me?
-Invite the children to mine their notepads, asking themselves the 2 questions above.

*See pages 35-38 for Link, Mid-Workshop, and Share

Resources:

See Getting Ready box on page 31.

Session 5: Editing Poetry (p. 39-49)

Teaching Point: *"Today I want to teach you that when writers are trying to spell words so people can read their writing, they look at each word they've written and ask, 'Does that look right? Look wrong?' When you find a word that doesn't look right, it can help to spell that word a few different ways, looking to see if one looks right."*

Suggested Activities:

-Hang a poem. Pretend to be a student and recruit the class to join you in checking whether the words in your poem look right or not, in which case you'll circle them.

-Demonstrate spelling each circled word two different ways, highlighting that you use what you know about spelling patterns to help.

-Ask the class to look at the next two lines of your poem as carefully as you looked at the first ones, finding any words that don't look quite right to them.

-Children edit their own poems, using the Opinion Writing Checklist for Grade

2. *See pages 43-49 for Link, Mid-Workshop, and Share **Resources:**

See Getting Ready box on page 39.

Evaluation / Assessment**Evaluation/Assessment****Formative: Other: Teacher Observation**

Teacher Observation

Small Group Work Anecdotal

Notes

Running Records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website: **NJ: All Grades**

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

NJ: 2014 SLS: 21st

Century Life and Careers

Career Ready Practices**Career Ready Practices CRP4.**

Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

Before the poetry unit begins, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write a poem (they will likely not need this much time before the poetry unit). You may use the one given at the end of the unit to show growth in Poetry.

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Unit Planner: Unit 4: Poetry: Bend 2 2WR Writing Grade 2

Thursday, October 26, 2017,
7:28PM

Elementary Schools > 2017-2018 > Grade 2 > English Language Arts > 2WR Writing Grade 2 > Week 23 - Week 24 [2017](#) by Wendy Barber
Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives Session 6: Writers will find precisely the right words to match what they are trying to say.
Session 7: Writers will repeat words, lines, sounds, and images to give their poems rhythm, sound, and music, and to bring out the meaning.
Session 8: Writers will consider the mood they want to convey, and to make sure that the mood matches the poem's meaning.
Session 9: Writers will make meaning in their poetry by comparing one thing to another.
Session 10: Writers will make a comparison powerful by stretching it across many lines, adding in actions that go with the comparison.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

**Reading: Literature Craft
and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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. **Range of Reading and Level of Text Complexity**

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading: Foundational Skills

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and

collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

NJ: Grade 3 Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Language

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3a. Choose words and phrases for effect.*

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Essential Questions

How does a writer delve deeper when creating poetry?

Enduring Understanding

Writers will delve deeper when creating poetry.

Suggested Activities

Session 6: Searching for Honest, Precise Words (p. 50-59)

Teaching Point: *"Today I want to teach you that poets think very carefully about the words they choose. They search for the exact, honest words, words that match what they are trying to say. Poets reread their poetry and ask themselves, 'Are these words creating the image that I want?' If not, poets revise."*

Suggested Activities:

-Model rereading a teacher-written poem, checking to see if the words match the image you are trying to portray. Model making your language more precise by using three steps:

1. Reread, asking if my words exactly matched my image and circling any that didn't.
2. Close my eyes to see the image in my head and to list other possible words.
3. Choose the precise word I want from the list--the one that best matches my image and my meaning. -Repeat with a class poem.

*See pages 55-59 for Link, Mid-Workshop, and Share

Share: Read poems from mentor poets to see how they use precise language to clarify the image and influence the sound.

Resources:

*See Getting Ready box on page 50.

Session 7: Patterning Through Repetition (p. 60-67)

Teaching Point: *"Today I want to teach you that poets repeat things---words, sounds, and lines---to give their poems music and to make the meaning of their poems more clear."* **Suggested Activities:**

-Show an example of a poem with repetition. Point out one or two patterns, and show children how the poem might sound without them.

-Guide writers to find patterns in a poem and to notice how repetition enhances the meaning of it.

*See pages 64-67 for Link, Mid-Workshop, and Share **Resources:**

See Getting Ready box on page 60.

Session 8: Poems Are Moody (p. 68-75)

Teaching Point: *"Today I want to teach you that poets consider the mood they want their poems to convey. They write, thinking about the mood, and they reread their poems and ask, 'Does the mood match the meaning?'"*

Suggested Activities:

-Read poems with contrasting moods. This can be done with songs too.

-Give different moods to partners and have them say a poem using images and music that reflect the mood.

*See pages 72-75 for Link, Mid-Workshop, and Share **Share**

Writing a poem from a different point of view **Resources:**

See Getting Ready box on page 68.

Session 9: Using Comparisons to Clarify Feelings and Ideas (p. 76-84)

Teaching Point: *"Today I want to teach you that one way poets make meaning in their poems is to compare and object or a feeling---or anything at all---to something else."* **Suggested Activities:**

-Show children how to revise ordinary phrases to include comparisons (comparative language), by picturing what the ordinary phrase seems like or reminds you of.

-Debrief: Ordinary language says what actually happened, while comparative language shows what the event, the time, or the thing was like.

-Give partners ordinary phrases to revise to include comparative language. Using comparisons helps readers to get a clear image of what it is they are writing about.

*See pages 80-84 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Capturing Big Feelings with Figurative Language **Resources:**

See Getting Ready box on page 76.

Session 10: Stretching Out a Comparison (p. 85-94)

Teaching Point: *"Today I want to teach you that a way to make a comparison even more powerful is to stick with it. A comparison can stretch all the way through a poem. One way to do this is to include actions that go along with the comparison."* **Suggested Activities:**

-Hang a mentor poem. Draw students' attention to how the mentor author stretches out the comparison across the entire poem.

-Refer to the comparative language chart from session 9. Show the class a poem you wrote earlier in which the comparison exists in only one line, demonstrating how you can extend it (think aloud: what actions go along with the image?).

-Class should help revise a poem prepared by the teacher using comparisons.

*See pages 91-94 for Link, Mid-Workshop, and Share

Share: Children reflect on what they've learned thus far by jotting on Post-its the new ideas they have tried as poets. **Resources:**

See Getting Ready box on page 85.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation

Small Group Work Anecdotal

Notes

Running Records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Teacher Notes

Atlas Version 8.2

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Unit Planner: Unit 4:

Poetry: Bend 3

2WR Writing Grade 2

Thursday, October 26, 2017,
7:29PM

Elementary Schools > 2017-2018 > Grade 2 > English Language

Last Updated: Sunday, July 9,

Arts > 2WR Writing Grade 2 > Week 25 - Week 26

2017 by Wendy Barber

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 11: Writers will study mentor poems with different structures (a conversation poem and a list poem) and add these structures to their repertoire.

Session 12: Writers will study mentor poems to learn about how they are structured, and try those new structures out in their own poems.

Session 13: Writers will choose a structure that is the right fit for what they want to say.

Session 14: Writers will write from a point of view other than their own.

Session 15: Writers will revise by replacing vague feeling words with images that show rather than tell.

Session 16: Writers will read their poems aloud to find trouble spots.

Session 17: Writers will celebrate their work as poets and share their poems with the larger community.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

**Reading: Literature Craft
and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining

technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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. **Range of Reading and Level of Text Complexity**

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **Reading: Foundational Skills**

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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). **NJ: Grade 3**

Reading: Literature

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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.

Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Language

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3a. Choose words and phrases for effect.*

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Essential Questions

Which structure is the best one for a poem?

Enduring Understanding

Writers will choose the best structure for each poem they write.

Suggested Activities

Session 11: Studying Structure (p. 96-103)

Teaching Point: *"Today I want to teach you that when a poet writes a poem, the poet experiments with different structures. To do this, the poet studies what other authors have done and then tries those different structures on for size."* **Suggested Activities:** -Teach by guided practice. Walk students step by step through the process of thinking of a topic, then considering several structures (the specific way a poem is put together), then trying them on.

-Reveal a conversation poem which has a very distinct text structure, and ask children to jot what they notice about the structure.

-Repeat with a list poem, reminding students that poets experiment with alternative structures.
-Once students consider different ways to build a poem and then decide which structure they will use for their topic they can begin to write.

*See pages 101-103 for Link, Mid-Workshop, and Share **Share:**

Using Manipulatives to Think about Structure. **Resources:**

*See Getting Ready box on page 96.

Session 12: Close Reading of Mentor Text (p. 104-112)

Teaching Point: *"Today I want to teach you that because poets think, 'What kind of structure will work for what I have to say?' they become experts on different kinds of writing. To do this, poets study the structures that other poets use just like they study feathers and stones. They see details and wonder, connect, question."*

Suggested Activities:

-Remind writers that one way to revise poetry is by studying mentor poems.

-Demonstrate reading a poem with the eyes of a poet, noticing details. Alternate between reading and pausing to name what the poet has done. Introduce personification.

-Demonstrate that poets notice what the author has done and ask why the author has done that. Then they consider doing the same thing.

-Give children an opportunity to try the same techniques on the next few lines of the same poem channeling them to imagine doing similar work in their own writing. **Mid-Workshop**

Teaching Point: Introduce story poems.

*See pages 109-112 for Link, Mid-Workshop, and Share **Resources:**

See Getting Ready box on page 104.

Session 13: Matching Structures to Feelings (p. 113-120)

Teaching Point: *"Today I want to teach you that poets ask themselves, 'What do I hope my reader feels when reading this poem?' and then they try to make sure that they choose a structure for their poem that gets readers to feel what they want them to feel, to think what they want them to think."*

Suggested Activities: "No tears in the writer, no tears in the reader."

-Examine a poem you wrote in several forms, considering which best conveys your intended meaning.

When choosing which structure would be best, model thinking, "What do I want the readers to feel?" and then choose the structure that matches what you want to say.

-Have the class practice with a poem written by a student in the class.

*See pages 117-120 for Link, Mid-Workshop, and Share

Share: Museum Share **Resources:**

See Getting Ready box on page 113.

Session 14: Playing with Point of View (p. 121-129)

Teaching Point: *"Today I want to teach you that when experimenting with different kinds of poems, poets sometimes drop their own voice and take on the voice of another person or thing. Instead of writing **about** something, they write **as** that thing. Some call that kind of poetry a **mask poem**, because it is as if the poet is speaking through the mask of someone or something else."* **Suggested Activities:**

-Show the children a mask poem on a chart, highlighting point of view, or how the poem was written through a mask.

-Invite children to share their thinking and ask them to notice how a mask poem is a way to show another point of view.

-Model how you might draft a mask poem, using an everyday object on the classroom.

1. Put on the mask of the object.

2. Use its voice to make the reader consider what the object is thinking and feeling.

3. Use your poets' eyes to see an ordinary thing in a special way and tell the reader its point of

view. -Engage students in partner talk, asking them to imagine the thoughts of an inanimate object and speak as this object might speak.

*See pages 125-129 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Introducing a New Point of View: Poems of Address **Resources:**

See Getting Ready box on page 121.

Session 15: Revising Poems: Replacing Feeling Words with Word Pictures (p.130-137)

Teaching Point: *"Today I want to teach you that when poets revise, they look at a poem with brand-new eyes, asking, 'How can I make this work even better?'* One way to do this is to look for opportunities to show, not tell."

Suggested Activities:

- Explain that the entire purpose of poetry is to show, not tell, and provide a few quick examples.
- Demonstrate the process of revising one of your poems so that it now **shows** something that was being **told** before (show-not-tell).
- Invite children to imagine a new last line for the poem, replacing feeling words with actions or a word picture that an artist could draw.

*See pages 134-137 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Sketching First to Show Feelings **Resources:**

See Getting Ready box on page 130.

Session 16: Editing Poems: Reading Aloud to Find Trouble Spots (p. 138-143)

Teaching Point: *"Today I want to teach you that one way poets edit their poems is by reading them aloud, listening for places where the words or lines do not sound right. Then, they go back to their places and write new lines, reading a loud, listening, and always asking, 'Does this sound right?'"* **Suggested Activities:**

- Demonstrate reading the first stanza of a poem out loud, listening for and rewriting lines that do not sound right.
- Set students up to work on reading the second stanza of the poem aloud, listening for words or lines from the poem that do not sound right to them. They can share.

*See pages 141-143 for Link, Mid-Workshop, and Share **Mid-**

Workshop Teaching Point: Placing Capitals **Resources:**

*See Getting Ready box on page 138.

Session 17: Presenting Poems to the World (p. 144-147)

Suggested Activities: -A celebration of poetry!

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation

Small Group Work Anecdotal

Notes

Running Records

Teacher Scored Rubric (On-Demand)

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Teacher Notes

Once the poetry unit is complete, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write a poem using all of the skills learned and practiced during this Poetry unit. You may use the one given at the beginning of the year or before the unit to show growth in Poetry.

Unit Planner: Unit 5: Lab
Reports and Science Books:
Bend 1
2WR Writing Grade 2

Thursday, October 26, 2017, 7:30PM

Elementary Schools > 2017Language Arts > 2WR Writing Grade 2 > Week 27 -2018 > Grade 2 > English
- Week Last Updated: [2017](#) by Lisa Vallacchi [Wednesday, September 20,](#)

28

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 1: Writers will study the world around them, pose questions and hypotheses, conduct experiments, and write about their results in lab reports.

Session 2: Writers will study mentor texts when learning to write a new kind of writing, like procedural writing, asking what the author has done that they could try as well.

Session 3: Writers will come up with their own ideas for what to write about, decide on a question they want to find out about and then plan and test their question with an experiment, recording all the steps as they go.

Session 4: Writers will spend a lot of time thinking about their conclusions, pushing themselves to ask Why? and then offering the best explanation they can based on their results.

Session 5: Writers will improve their writing by learning more science and then revise their writing based on what they've learned.

Session 6: Writers will self-asses, making sure their writing reflects all they know how to do. Then they set goals for themselves, making plans to improve as writers of informational texts.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.2.8.

Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently. RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different

contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

NJ: Grade 3

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2d. Provide a conclusion.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.3.7. Conduct short research projects that build knowledge about a topic.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.3.1b. 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).

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Essential Questions Enduring

How do writers write like scientists? **Understanding**

Writers will write as scientists do.

Suggested Activities

Session 1- Learning to Write About Science (p.2-11)

Teaching Point: *"Today I want to teach you that when scientists conduct experiments to learn about the world, they have a certain way they usually write- they use a lab report format. They record what they expect to happen in an experiment, and they record what they actually do in the experiment, then they record how things go and what they learn."* **Suggested Activities:** -Teach through guided practice- take children through the process of doing an experiment and writing a lab report. Coach them as they form and record a hypothesis, then conduct and record the experiment.

-Channel children to plan and record a procedure for testing their hypothesis.

-Ask the volunteers to share their planned procedures, naming the precise steps they will follow and to then conduct one leg of the experiment in front of the class. Channel children to record the results, including the unit of measurement.

-Channel the class to conduct multiple trials.

-Debrief- reiterate for the class what the volunteers did that you are hoping all writers have learned to do.

Mid-Workshop Teaching Point: Drafting results and conclusions.

Share: writing like scientists.

*See pages 8-11 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 2.

Session 2- Studying a Mentor Text (p.12-19)

Teaching Point: *"The question we will be researching today is this: What does a scientist do when writing the procedure section of his or her lab report? How do procedures go?"* **Suggested Activities:**

-Set children up for a mini-inquiry, preparing them to study a mentor text for something they could try in their own writing.

-Introduce the mentor text, encouraging children to study it.

-Chart children's observations about the mentor procedural text.

Share: Self-Assessment.

*See pages 15-19 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 12.

Session 3- New Wonderings, New Experiments (p.20-28)

Teaching Point: *"Today I want to teach you that scientists don't just follow someone else's recipe to do an experiment. No way! Scientists come up with their own experiments! They think, 'I wonder what would happen if...' and then they try it! Just like writers go through a writing process, scientists go through a scientific process."*

Suggested Activities:

-Lay out some materials that kids can use when they devise their own innovations from the initial experiment.

-Demonstrate your step-by-step process: reread your lab report, think about how things could have gone differently, imagine a way to test things out, plan a new experiment, then record it.

-Extract from students a recount of what they should do first, next, and then channel them to do those things. Coach into what they do.

Mid-Workshop Teaching Point: Multiple tries and detailed records matter.

Share: Interpreting scientific results and developing conclusions.

*See pages 24-28 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 20.

Session 4- Authors Share Scientific Ideas/Conclusions (p.29-35)

Teaching Point: *"The question that we'll be researching today is this: When a scientist has collected some results and has formed new hypotheses about why she got those results, how does she write a conclusion?"*

Suggested Activities:

-Introduce a mentor lab report, and coach writers to research the piece as they read through it, learning how their own writing could go.

-Scaffold students' inquiry, collecting their observations on a class anchor chart.

-Send students off to revise their lab reports, using all they have learned from the mentor lab report.

Mid-Workshop Teaching Point: Conclusions set the stage for further investigations.

Share: Connecting science to real-world learning. *See pages 32-35 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 29.

Session 5- Scientists Learn from Other Sources as Well as from Experiments (p.36-43)

Teaching Point: "Today I want to teach you that the more a person knows about a topic, the better he or she can write. Sometimes when you want to improve your writing- say, you're writing about cars and snap cubes and staplers sliding down ramps- the best way to improve the writing is to learn more about how the world works. That is, sometimes the best way to improve your scientific writing is to learn more science."

Suggested Activities:

-Elevate the idea of learning from a lecture by suggesting this occurs at colleges all the time. Explain that you will give your lecture twice and set children up to take notes. -Ask students to turn and teach each other what they have just learned.

-Return to your lecture, and this time channel students to listen and take notes in ways that prepare them to talk about their experiments in forces and motion. Then get them talking.

Mid-Workshop Teaching Point: Incorporate information and technical vocabulary into writing.

*See pages 41-43 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 36.

Session 6- Student Self-Assessment and Plans (p.44-49)

Teaching Point: "Today I want to teach you that second-grade writers can figure out how to make their writing the best it can be. You can use the Information Writing Checklist to help you. You can read the

checklist, then go back to your writing to see if you did these things. Once you have gone through the checklist, you can look at the items that you have not checked off and make writing goals for yourself."

Suggested Activities:

-Demonstrate using the checklist with your demonstration lab report and setting goals for upcoming work.

-Restate the transferable strategy.

-Set children up to practice using another part of the second- and third-grade checklist. -Gather students and reiterate comments students made regarding goal setting.

Share: goal setting and publishing.

*See pages 47-49 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 44.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work Anecdotal notes

Running records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

NJ: 2014 SLS: 21st

Century Life and Careers

NJ: All Grades

Career Ready Practices

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

Atlas Version 8.2

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Unit Planner: Unit 5: Lab
Reports and Science Books:
Bend 2
2WR Writing Grade 2

Thursday, October 26, 2017, 7:30PM

Elementary Schools > 2017Language Arts > 2WR Writing Grade 2 > Week 29 -2018 > Grade 2 > English

- Week Last Updated: Laura Duff

[Thursday, August 17, 2017](#) by

30

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 7: Writers will bring all they know about writing and about science to new experiments, drawing on all their knowledge to write well and conduct precise and replicable experiments.

Session 8: Writers will look to published authors when they want to know how a kind of writing goes.

Session 9: Writers will compare the results of their experiments against other scientists' results, using these comparisons to grow and extend their thinking.

Session 10: Writers will revisit their initial experiments and ask, "What do I still wonder?" Then, they use their initial results and writing to generate new experiments.

Session 11: Writers will use domain-specific language when speaking and writing about their topics to show their audience that they are experts in their field.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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. **Craft and Structure**

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

NJSLSA.R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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. **Research to Build and Present**

Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

NJ: Grade 3

Reading: Informational Text Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. W.3.2b. Develop the topic with facts, definitions, and details.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.3.7. Conduct short research projects that build knowledge about a topic.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/selfcorrection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Essential Questions

How do writers teach others about their discoveries?

Enduring Understanding

Writers write to teach others about their discoveries.

Suggested Activities

Session 7- Remember All You Know about Science and about Scientific Writing for New

Experiments (p.52-61)

Teaching Point: *"Today I want to teach you that when scientists conduct an experiment, they remember all they know not only about science itself but about writing about science, too."* **Suggested Activities:**

-Ask children to bring past knowledge and experience, both to hypothesize and to plan their writing about this experiment.

-Channel children to plan and record a procedure for testing their hypothesis.

-Organize a fishbowl, with four volunteers going through the experiment that the class has planned, while you coach and the class records.

-Channel students to record their planned procedures, emphasizing the importance of precise procedures. Encourage them to record their results, including the unit of measurement.

Share: Using charts and tables to present data.

*See pages 57-61 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 52.

Session 8- Studying a Mentor Text (p.62-65)

Teaching Point: *"Today I brought in an example of a results page for you to study. I want you to study this results page really closely and then answer this question: How do scientists organize their results?"*

Suggested Activities:

-Have children work in partnerships to study the mentor text, focusing on particular aspects. Set them up by pointing out some features you hope they will notice.

-After a few minutes, suggest that children turn their attention to the rest of the results page. Give children a few more minutes of partner talk before calling back the class to share out some observations.

*See pages 64-65 for Link, Mid-workshop, and Share

Session 9- Comparing Results and Reading More Expert Materials to Consider New Questions (p.66-72)

Teaching Point: "Today I want to teach you that scientists compare their results with the results of other scientists who have done related experiments, asking, 'How do these results connect to my results?' and then they come up with new ideas to explore and new questions to answer." **Suggested Activities:**

-Compare your results with those of a child in the class who conducted a related experiment, looking for connections and suggesting possible reasons why.

-Debrief- recall what you did in ways of thinking and writing students can duplicate in their conclusions. - Set children up to examine the next set of results you and the student each got, comparing, posing questions, and generating possible explanations.

-Pair children up in new partnerships so that they can try out the work of comparing results with a different "scientist". Suggest several paths children might take as they do this work. *See pages 69-72 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 66.

Session 10- Designing and Writing a New Experiment (p.73-77)

Teaching Point: "Today I want to teach you that scientists study their results to learn, think, write, and experiment more. They do this by first revisiting their experiment and asking, 'What am I wondering? What else do I want to find out? What is my plan?' Then, they experiment again." **Suggested Activities:**

-Set writers up to explore a new problem.

-Ask partners to say aloud the procedure for their revised experiments, discussing a variable they will change.

-Set writers up to design, conduct, and write up new experiments.

Mid-Workshop Teaching Point: Using labels and titles to highlight important information, including failures.

*See pages 75-77 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 73.

Session 11- Editing (p.79-86)

Teaching Point: "Today I want to teach you that scientists use expert words- called technical vocabulary- to make their writing and their teaching more precise. All of you, as forces and motion experts, can do this, too. You can begin to use words that are particular to the topic you are studying in both your discussions about that topic and in your writing about it. You can 'talk the talk'." **Suggested Activities:**

-Teach the concept of technical language, inviting children to brainstorm domain-specific terms they know on topics they know well.

-Redirect children's attention to the shared class topic, forces and motion, and together, generate a list of relevant domain-specific words.

-Suggest that the class come up with a system for recording technical language.

Share: Generating information book topics.

*See pages 83-86 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 79.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work

Anecdotal notes

Running record

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Unit Planner: Unit 5: Lab Reports
and Science Books:

Bend 3

2WR Writing Grade 2

Thursday, October 26, 2017, 7:31PM

Elementary Schools > Language Arts > 2WR Writing Grade 2 > Week 31 2017-2018 > Grade 2 > English

- Week Last Updated: Laura Duff

[Thursday, August 17, 2017](#) by

32

Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 12: Writers will choose topics they know a lot about and are experts on to write information books and then plan how their information will go.

Session 13: Writers will draft the chapters of their books by looking back at their tables of contents and their plans and deciding what they will write first, then next.

Session 14: Writers will look at mentor texts to find ideas for their own writing, looking to see how the authors integrate scientific information into their writing in a way that connects to their topics.

Session 15: Writers will use comparisons in their information books, comparing something that is new for their readers to something their readers already know.

Session 16: Writers will use special strategies to share hard-to-understand concepts with their readers.

Session 17: Writers will craft introductions and conclusions that are fun and engaging for their audience.

Session 18: Writers will edit their books by rereading and making their writing easier to read.

Session 19: Writers will hold a writing and science exhibition to celebrate their writing.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Informational Text Key

Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading: Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

NJ: Grade 3

Reading: Informational Text

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3.2a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension. W.3.2b. Develop the topic with facts, definitions, and details.

W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d. Provide a conclusion.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Essential Questions

How do writers write about forces and motion in information books?

Enduring Understanding

Writers write about forces and motion in information books.

Suggested Activities

Session 12- Drawing on All We Know to Rehearse and Plan Information Books (p.88-93)

Teaching Point: *"Today I want to teach you that to write information books, writers might rehearse by talking, sketching, and then teaching people about their topic. Then, writers can use what they learn from sketching and teaching to help them revise their plan and write their texts."* **Suggested Activities:**

- Name and explain your topic choice.
- Demonstrate planning how your teaching (and writing) will go.
- Name what you have done in a way that is transferable to another day and another topic.
- Channel children to think of a topic they could teach others, then ask partners to have a go at describing each section of their booklet to each other.

*See pages 91-93 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 88.

Session 13- Tapping Informational Know-How for Drafting (p.94-101)

Teaching Point: *"Today I want to teach you how to use your quick sketches and plans from yesterday to help you draft your chapters. One way you can do this is by rereading each heading and looking at each sketch, imagining the words you will write. Then, you will write, write, write!"* **Suggested Activities:**

- Demonstrate planning and writing chapters.
- Set students up to plan a chapter of a second-grader's information book.
- Send students off to begin drafting their information books, tucking in reminders about how to write informational texts and how to connect their writing to the science they have been learning.

*See pages 97-101 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 94.

Session 14- Studying Mentor Texts (p.102-107)

Teaching Point: *"Today I want to teach you that when writers are trying out a new kind of writing, they often look at published writing to find examples of how it can go. Then they try it out themselves. In particular, today we will look at ways that writers of information books include scientific information in their writing."*

Suggested Activities: -Tell students there are many ways science writing fits within information books. Explain that they can figure out some of them by looking at published texts. Then they can try out those ways!

-Point out a technique writers use to include science in an informational text.

-Show students an example of your own writing that incorporates this technique and channel them to think how to do likewise in their own books.

-Point out another technique, and ask students to help you figure out how to use it in your own writing.

Mid-Workshop Teaching Point: Adding in definitions and tantalizing readers with science. *See pages 105-107 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 102.

Session 15- Using Comparisons to Teach Readers (p.108-114)

Teaching Point: *"Today I want to teach you that nonfiction writers often use comparisons in their teaching books to show readers how the new thing they are explaining is similar to something readers already know."*

Suggested Activities:

-Tell a story that illustrates how using a comparison can help readers understand something that is unfamiliar to them.

-Show an example from your demonstration text of using a comparison to help readers picture a detail.

-Set writers up to try adding a comparison to a page from your demonstration text.

Mid-Workshop Teaching Point: Using your senses to include details.

*See pages 111-114 for Link, Mid-workshop, and Share

Resources:

*See Getting Ready box on page 108.

Session 16- Showing Hidden Worlds with Science Writing (p.115-120)

Teaching Point: *"Today I want to teach you that when people are writing about science- explaining things that are not part of everyday experiences- they use special strategies to show the hidden story of their topic. For example, they might slow things down, or show the insides of things."* **Suggested**

Activities:

-Explain and offer an example of slowing things down, writing lots of steps for one moment.

-Ask students to find a spot in your table of contents where that strategy might help, then talk to a partner about how that part might go.

-Demonstrate telling the slowed-down hidden story in one chapter of your topic.

-Explain and offer an example of showing the insides of something. Ask students to find a spot in their tables of contents where that strategy might help, and then talk to a partner about how that part might go.

-Send writers off to apply, from now on, these or any other invented strategies to help them convey information about their topic, and forces and motion, to their readers. *See pages 118-120 for Link, Mid-

workshop, and Share **Resources:**

*See Getting Ready box on page 115.

Session 17- Showing Hidden Worlds with Science Writing (p.121-124)

Teaching Point: "Today I want to teach you that writers give their information books an introduction and a conclusion. When writing introductions and conclusions, writers try to get the reader's attention so they can highlight important information about a topic." **Suggested Activities:** -Show students how you browse a few mentor texts to come up with ideas for how you might introduce your own teaching book. -Have a few introduction and conclusion pages from your set of mentor texts already tabbed and ready to go. As you project these pages onto an overhead or document camera, remind students that they are looking at this with you to spark ideas for how they might engage their readers right from the start. -Provide students with a range of books plucked from your classroom's nonfiction library baskets. -Scaffold students' inquiry into what the authors did that they too could try in their own introductions. *See pages 123-124 for Link, Mid-workshop, and Share

Session 18- Editing (p.125-132)

Teaching Point: "Today I want to teach you to reread your writing with the lens of making it easier to read. As you reread, you can use the items on the Information Writing Checklist, Grades 2 and 3 to help you focus your attention." **Suggested Activities:**

- Demonstrate using the checklist to edit a piece of writing.
- Highlight the use of your and change it into the contraction you're.
- Demonstrate using the checklist to edit for capitalization and commas.
- Set writers up to practice this strategy on a shared text.

Mid-Workshop Teaching Point: Using a variety of strategies to spell tricky words correctly.

*See pages 130-132 for Link, Mid-workshop, and Share **Resources:**

*See Getting Ready box on page 125.

Session 19- Celebration (p.133-135) Suggested

Activity:

-Have students celebrate their work by showcasing their knowledge of the new scientific concepts they have come to master with an outside audience (another class, parents, etc.)

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Small group work Anecdotal notes

Running records

Teacher scored rubric (On Demand)

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Teacher Notes

Once the lab report and science book unit is complete, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write a science book using all of the skills learned and practiced during this lab report and science book unit.

You may use the one given at the beginning of the year or before the unit to show growth in lab report and science book writing.

Unit Planner: Unit 6: Writing
About Reading: Bend 1
2WR Writing Grade 2

Thursday, October 26, 2017, 7:31PM

Elementary Schools > 2017-2018 > Grade 2 > English Last Updated: [Wednesday, September](#)
Language Arts > 2WR Writing Grade 2 > Week 33 - Week 34 [20, 2017](#) by Lisa Vallacchi
Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 1: Writers will share their ideas about characters.

Session 2: Writers will use conversations as rehearsals for writing, being mindful of their writing energy.

Session 3: Writers will look closely at the pictures in their books to help them develop opinions.

Session 4: Writers will retell part of the story in order to help their readers fully understand their opinion.

Session 5: Writers will write with a specific audience in mind, angling their writing toward their readers and writing as if they are talking to them.

Session 6: Writers will use their opinion writing checklist to set goals for themselves

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **Reading: Foundational Skills**

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know spelling-sound correspondences for additional common vowel teams.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with common prefixes and suffixes.
- d. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

Writing

Text Types and Purposes

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

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2b. Use commas in greetings and closings of letters.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **NJ: Grade 3**

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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. Copyright © State of New Jersey, 1996 - 2016.

Essential Questions

Why do we write letters?

Enduring

Understanding

Writers will continue the tradition of writing letters.

Suggested Activities

Session 1: Writing Letters to Share Ideas about Characters (p. 2-9)

Teaching Point: *"Today I want to teach you that writers who love stories (which is most writers!) often write letters to each other about favorite characters. One thing writers often do in these letters is explain their opinions about these characters."* **Suggested Activities:**

-Demonstrate one way to get started writing a letter, by recalling opinions you have about a character. - Demonstrate how you might begin a letter, recalling what students already learned about opinion writing from prior units of study.

-Prompt students to explain ideas, and have them join you as you think of some examples to support the idea you've grown about your character.

-Debrief your steps:

1. Flip through book and remind yourself of some of your opinions.
2. Start letter by introducing the reader to the book and the character.
3. Say your opinion.
4. Explain your opinion by giving a bunch of examples.

-Invite students to share their opinions about characters in their own books as a way to plan their writing.

*See pages 7-9 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: The Structure of a Letter.

Resources:

*See Getting Ready box on page 2.

Session 2: Getting Energy for Writing by Talking (p. 10-18)

Teaching Point: "Today I want to teach you that writers often rehearse their writing with a partner by talking through the big ideas they are having about their books. To maximize their energy for writing, they talk about big ideas and often save the smaller details for their writing. That means as soon as they have some big ideas and are energized to write, they stop talking and get right to writing!" **Suggested Activities:**

-Let your writers know that you want them to help them get better at truly rehearsing for writing. Alert them to the trickiness of maximizing their energy for writing.
-Show what it looks like to lose energy by continuing to talk even after you come up with an idea for writing.

*See pages 15-18 for Link, Mid-Workshop, and Share **Mid-Workshop**

Teaching Point: The Structure of a Letter. **Resources:**

*See Getting Ready box on page 10.

Session 3: Writers Generate More Letters: Developing New Opinions by Looking at Pictures (p. 19-26)

Teaching Point: "Today I want to teach you that there are often parts of books that are told through the pictures. Writers, therefore, are always looking closely at the pictures in their books. Looking closely at the pictures sometimes allows you to see even more. And this new information can help you to develop new opinions."

Suggested Activities:

-Go back to a picture in the text and model studying it closely...developing and studying a new opinion.
-Write a letter that explains how the picture shows your opinion.
-Give the children a chance to try this work in their own books.

*See pages 23-26 for Link, Mid-Workshop, and Share

Resources:

*See Getting Ready box on page 19.

Session 4: Writers Make Their Letters about Books Even Better by Retelling Important Parts (p. 27-35)

Teaching Point: "Today I want to teach you that writers who write about books often need to retell part of the story to help their readers understand their opinion. If you don't do a little bit of retelling, your readers might be confused." **Suggested Activities:**

-Demonstrate how to explain more to your reader by retelling important parts that are connected to your opinion. Support your opinion with a sentence you just read as an example.
-Have writers begin their work by planning the opinion they will write about today.
-Prompt your writers to rehearse the part of the story they will retell, with a partner.

*See pages 30-35 for Link, Mid-Workshop, and Share **Share:**

Using *For Example* to Introduce Text Evidence. **Resources:**

*See Getting Ready box on page 27.

Session 5: Keeping Audience in Mind (p. 36-43)

Teaching Point: "Today I want to teach you that you can write even stronger letters by picturing your audience and then writing with that person in mind. One way to do this is to think about whether your audience is a new reader or someone who has also read the book. Then, you write as if you were talking to that person."

Suggested Activities:

-Using your read-aloud text, engage your students in thinking about what a letter might sound like to someone who has already read the book. Emphasize how you think about what you would probably talk about if you were together.

-Debrief your steps:

1. Think about who you are writing to.
2. Think about whether or not this reader has read the book before.
3. Picture yourself talking to this person, and explain the parts you would really talk about if you were together.

-Repeat the process with a letter to someone who **hasn't** read the book.

*See pages 40-43 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Don't give away the ending---leave them hanging!

Resources:

*See Getting Ready box on page 36.

Session 6: Using a Checklist to Set Goals for Ourselves as Writers (p. 44-46)

Teaching Point: "Today I want to teach you that when writers are ready to share their writing, they give it one last read, looking for ways to make it even better. They use all they have learned ever to make their writing the best it can be!" **Suggested Activities:**

- Model going through the Opinion Writing Checklist, marking spots in your own letter.
- Have students pick out at least one item on the list that they think they can do a better job with in their writing.
- Share goal with their partner and work together to find ways to revise their letter based on the goal.

*See pages 45-46 for Link, Mid-Workshop, and Share

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

- Teacher Observation
- Small Group Work Anecdotal
- Notes
- Running Records

Resources

*See Getting Ready box on the first page of each session.

*Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:

<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

NJ: 2014 SLS: 21st Century Life and Careers

NJ: All Grades Career Ready Practices Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Teacher Notes

Before this unit begins, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write their best opinion writing.

You may use the one given at the end of the unit to show growth in Opinion Writing.

Unit Planner: Unit 6: Writing
About Reading: Bend 2
2WR Writing Grade 2

Thursday, October 26, 2017, 7:32PM

Elementary Schools > 2017-2018 > Grade 2 > English Last Updated: [Wednesday, September 13, 2017](#) by Wendy Barber
Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 7: Writers will 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.

Session 8: Writers will read closely and carefully, paying attention to details that others may pass over. They use these details to grow new ideas.

Session 9: Writers will look for multiple pieces of evidence to support each idea.

Session 10: Writers will turn to mentor texts when they have a question about writing. In this case, they'll inquire into how and why an author uses capital letters.

Session 11: Writers will add fun little extras to fancy up their writing and draw in and entertain their readers.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Reading: Foundational Skills

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing**

Text Types and Purposes

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

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.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2a. Capitalize holidays, product names, and geographic names.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Writing

Text Types and Purposes

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

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **Language**

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a. Capitalize appropriate words in titles.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Essential Questions

How do we raise the level of our letter writing?

Enduring

Understanding

Writers will raise the level of their letter writing.

Suggested Activities

Session 7: Writing about More than One Part of a Book (p. 48-56)

Teaching Point: *"Today I want to teach you that when writers want to write more, one way they get started is by planning. They take a minute to plan for what will go in each part of the letter, remembering all the different parts of a book they can write about."* **Suggested Activities:**

-Invite students to recall some of the ways they developed opinions about books from Bend 1. -Teach them how to write about more than one opinion in a single letter.

-Debrief steps taken to plan a letter:

1. Imagine the parts to the letter (Examples of parts: characters, favorite parts, pictures, covers, titles, etc.)
2. Put each of those parts on a new page.
3. Write a lot about each opinion.

-With partner, students can come up with more opinions to write about.

*See pages 52-56 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Jotting Notes at the Top of Each Page to Hold Your Idea

Share: Using Literary Language

Resources:

*See Getting Ready box on page 48.

Session 8: Reading Closely to Generate More Writing (p. 57-63)

Teaching Point: *"Today I want to teach you that when writing about reading, writers don't just read quickly over the parts they are writing about. Instead, they are wide-awake readers, reading closely and paying attention to little details that others might pass by. Then, they use these details to grow new ideas and to write longer, more detailed letters."* **Suggested Activities:**

-Demonstrate by looking back at an important part of the touchstone text. Highlight the fact that you pause to attend closely to what's in the text, saying or writing what you notice.

-Make it clear that noticing is not enough. Instead, writers need to ask, "What new ideas does this give me?"

-Debrief by explaining to students how you noticed new details and incorporated them into your planning. -Give children an opportunity to try the same work using the touchstone text. *See pages 60-63 for Link, Mid-Workshop, and Share **Resources:**

*See Getting Ready box on page 57.

Session 9: Gathering More Evidence to Support Each of Our Opinions (p. 64-74)

Teaching Point: *"Today I want to teach you that after developing opinions about a book, writers search for many pieces of evidence to support each of their opinions."* **Suggested Activities:**

-Students need to take *noticing details* to a new level by searching for even more details to support each of their opinions.

-Demonstrate taking an idea or opinion from a section of a letter and returning to a book to collect related details and evidence.

-Debrief, describing the process you followed to gather more details and evidence from the text:

1. Go back to the book and look for more evidence to support your idea.
2. Add the evidence to the letter to make sure the opinion is supported by lots of evidence.
3. Repeat for each opinion in the letter.
4. Repeat with a different opinion.

*See pages 69-74 for Link, Mid-Workshop, and Share

Mid-Workshop Teaching Point: Helpful Linking Words

Share: Uncovering Life Lessons **Resources:**

*See Getting Ready box on page 64.

Session 10: Why is the Author Using a Capital Here? (p. 75-83)

Teaching Point: *"Today, let's look for all the different ways authors use capitals. We'll ask the question, 'Why is the author using a capital here?' Answering that question should give us new ideas as writers."*

Suggested Activities:

-Name a question that will guide the class inquiry, "Why is the author using a capital letter here?" -

Have children read a part of your letter from the chart, letting them know they should listen and read long, thinking about the inquiry question.

-In whole group, challenge students to think about the different uses of capitals across their writing. -

Remind them of the inquiry question and get them working to answer it with a partner.

-Add the children's observations to the class chart.

*See pages 79-83 for Link, Mid-Workshop, and Share

Resources:

*See Getting Ready box on page 75.

Session 11: Publishing Our Opinions for All to Read (p. 84-92)

Teaching Point: *"Today I want to teach you that writers often add fun little extras to draw in and entertain the reader. They can study published books and ask themselves, 'What did the author do to make this story more interesting and fun?' And then try the same things in their letters."*

Suggested Activities:

-Start a quick study of one of the books you have written about.

-Think out loud about what you see, noting not just the feature but why you think the author or illustrator included it.
 -Start a quick chart to list different extras writers might include.
 -Invite your students to find the extras in their books, asking why the author may have chosen to include them.
 *See pages 88-92 for Link, Mid-Workshop, and Share **Share:** Publishing for an Audience
Resources:
 *See Getting Ready box on page 84.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation
 Small Group Work Anecdotal
 Notes
 Running Records

Resources

*See Getting Ready box on the first page of each session.
 *Additional resources (including anchor charts, rubrics, samples, writing paper, etc.) are available on the following website:
<http://www.heinemann.com/myOnlineResources/default.aspx>

21st Century Skills

Teacher Notes

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**Unit Planner: Unit 6: Writing
 About Reading: Bend 3
 2WR Writing Grade 2**

Thursday, October 26, 2017, 7:33PM

Elementary Schools > 2017-2018 > Grade 2 > English Last Updated: [Friday, July 21, 2017](#) by Language Arts > 2WR Writing Grade 2 > Week 38 - Week 40 Wendy Barber Barber, Wendy; Duff, Laura; Hemenway, Kelly; Snellings, Tara

Proficiency / Objectives

Session 12: Writers will choose topics that they have strong opinions about, making cases for them by including evidence.
 Session 13: Writers will use specific evidence from the book, through the use of quotation marks, to support their thinking.
 Session 14: Writers will compare characters, series, or kinds of books to support their opinions about why they think one is better or best.
 Session 15: Writers will use mid-sentence punctuation to help highlight ideas for their readers. Session 16: Writers will read and study the work of other writers, specifically introductions and conclusions, and then try to incorporate what they have learned into their own writing.

Session 17: Writers will write using 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.

Session 18: Writers will set a new goal for themselves once they meet a writing goal and will work continuously to get better.

Session 19: Writers will share their books and nominations with an audience in the hopes of convincing them to read the books they love.

Standards

NJ: 2016 SLS: English Language Arts

NJ: Grade 2

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Reading: Foundational Skills

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing**

Text Types and Purposes

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

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.

NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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).

NJLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

Presentation of Knowledge and Ideas

NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Conventions of Standard English

NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

NJLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJLSA.L3 Apply knowledge of language to understand how language functions in different

contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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). **NJ: Grade 3**

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1d. Provide a conclusion. **Speaking and Listening**

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1i. Produce simple, compound, and complex sentences.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3a. Choose words and phrases for effect.*

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Essential Questions

What is the best way to nominate and award favorite books?

Enduring Understanding

Writers will write nomination and award their favorite books.

Suggested Activities

Session 12: And the Nominees Are... (p. 94-101)

Teaching Point: "Today I want to teach you that writers of nominations choose topics that they have strong opinions about. They then ask themselves, 'What do judges need to know about this nominee to understand why it deserves an award?' They make their case and support their opinion with reasons and details."

Suggested Activities:

-Walk students through the steps you take:

1. Choose a book to nominate.
2. Think aloud about what makes your chosen book so special.
3. Think aloud about the reasons why the book is deserving of an award.

-Give students an opportunity to practice.

-Ask students to rehearse their writing with their partners.

*See pages 97-101 for Link, Mid-Workshop, and

Share **Share:** Mentor Text Inquiry **Resources:**

*See Getting Ready box on page 94.

Session 13: Prove It! Adding Quotes to Support Opinions (p. 102-109)

Teaching Point: "Today I want to remind you that opinion writers sometimes use specific evidence, exact words from the book to support their thinking. You can reread your texts to find a part that proves what you hope to show. Then, you can use quotation marks to add those exact words to your writing."

Suggested Activities:

-Demonstrate how you use direct quotes from the touchstone text to support your opinion. Reread your writing, thinking about your opinion. Then, go back to the text to find evidence to support your opinion.

Finally, add in the direct quote, using revision strips and quotation marks.

-Give students an opportunity to plan for their independent work. Ask students to reread their writing and make a plan for how to make it stronger by quoting the books they are writing about.

*See pages 106-109 for Link, Mid-Workshop, and Share **Mid-**

Workshop Teaching: Introducing Your Quotes **Resources:**

*See Getting Ready box on page 102.

Session 14: Good. Better. Best (p. 110-118)

Teaching Point: "Today I want to teach you that nomination writers often make comparisons to support their opinions. When you're writing about books, you can compare characters, series, or kinds of books to explain why you think one is better, or best." **Suggested Activities:**

-Show students how you compare similar books. Model how you think closely about what aspects of the book you are comparing, and then include this thinking in your writing.

-Debrief, reviewing the steps you went through to compare books and think closely about the comparison:

1. Think about other books that are similar to the story you want to nominate.
2. Think about what parts of the book you might compare to explain how one is better, or the best.
3. Add your comparison to your writing.

-Give students an opportunity to practice this work using books from the classroom.

*See pages 114-118 for Link, Mid-Workshop, and Share

Share: Finding the Just-Right Word **Resources:**

*See Getting Ready box on page 110.

Session 15: Giving Readers Signposts and Rest Stops (p. 119-127)

Teaching Point: "Today I am not going to be the one teaching you. I am going to be learning right beside you! Together, we will look over some writing, noticing punctuation all over. As we're reading and noticing, we'll be investigating. We'll be detectives, just like Nate the Great! We'll be punctuation detectives, looking to answer the question "What kinds of jobs are rest stop punctuation doing?" **Suggested Activities:**

-Invite your writers to notice some rest stop punctuation in a few well-written sentences. Guide them through the steps of first noticing the punctuation and then asking themselves what the purpose of the punctuation is.

-Record punctuation observations in a class chart.

*See pages 122-127 for Link, Mid-Workshop, and Share

Resources:

*See Getting Ready box on page 119.

Session 16: Writing Introductions and Conclusions to Captivate (p. 128-137)

Teaching Point: *"Today, I am not teaching you something, because instead, we'll discover the answers together. After all, you've already been working to become your own teachers. So let's think about this big question: "What do nomination writers do to introduce and conclude their piece in captivating ways?" Then, we'll be able to ask, 'How can we do this in our nominations, too?'"* **Suggested Activities:**

-Set writers up to investigate a mentor text by guiding them through a series of steps that help students discover answers to the overarching question. Then listen in and coach, to elicit and collect their comments.

-Coach children to study structure, voice, word choice, and craft as they work in pairs.

-Listen in and highlight observations that students make. *See pages 133-137 for

Link, Mid-Workshop, and Share **Resources:**

*See Getting Ready box on page 128.

Session 17: Using a Checklist to Set Writerly Goals (p. 138-147)

Teaching Point: *"Today I want to teach you that 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. You can use the Opinion Writing Checklist to reflect on your nominations."* **Suggested Activities:**

-Model using your own nomination writing to demonstrate the process of self-reflection and goal setting. Compare it to the criteria on the Opinion Writing Checklist and make a plan for moving forward. Note what you've done and have yet to do as an opinion writer.

-Give students an opportunity to begin to self-assess their nomination writing using the Opinion Writing Checklist.

-Coach children to listen not only for what they already do well, but also for what they want to do even better, setting goals for themselves.

-Listen in to students' self-evaluations, and encourage them to find evidence of their strengths in more than one piece of writing.

-Have students share their individual goals with the class.

*See pages 144-147 for Link, Mid-Workshop, and Share

Resources:

*See Getting Ready box on page 138.

Session 18: Keeping the Elaboration Going (p. 148-150)

Teaching Point: *"Today I want to teach you that writers work hard toward their goals, and when they meet those goals, they reexamine their writing and set brand-new goals."* **Suggested Activities:**

-Model and Debrief the continual cycle:

1. Work toward goals.
2. Try new strategies.
3. Meet goals. 4. Set new goals.

Session 19: Awarding Our Favorites: A Book Fair Celebration (p. 151-154) Suggested**Activities:**

-Students can display their work on different desks around the room creating the "Annual Book Fair of Award Winners."

-Have children share their pieces with the classroom visitors.

Evaluation / Assessment

Evaluation/Assessment

Formative: Other: Teacher Observation

Teacher Observation

Small Group Work Anecdotal

Notes

Running Records

Teacher Writing Rubric

Resources

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21st Century Skills

Teacher Notes

Once the Opinion Writing unit is complete, ask children to do an On-Demand assessment. Children should be given 45-60 minutes to write an Opinion letter using all of the skills learned and practiced during this Opinion unit.

You may use the one given at the beginning of the year or before the unit to show growth in Opinion Writing.