

# Grade 2 Writing Book 2

Content Area: **Sample Content Area**  
Course(s):  
Time Period:  
Length: **Sample**  
Status: **Published**

## Course Pacing Guide

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## 2nd Grade ELA Pacing Guide

Reading Unit	Writing Unit	Weeks	Suggested Month	Trimester
Second Grade Reading Growth Spurts (Book 1)	Lessons from the Masters: Improving Narrative Writing (Book 1)	8-10	September-November	1
Becoming Experts: Reading Nonfiction (Book 2)	The How To Guide to Nonfiction Writing (New Book- replaces Lab Reports and Science Books: Book 2)	8-10	November-February	1/2
Bigger Books Mean Amping Up Reading Power (Book 3)	Poetry: Big Thoughts in Small Packages (Book 4)	8-10	February-April	2/3
Series Reading Clubs (Book 4)	Writing About Reading (Book 3)	8-10	April-June	3

## Unit Overview

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### Unit Description: How To Guide to Nonfiction Writing (New Book)

This unit was designed to teach a more straightforward information unit first, turning to Lab Reports and Science books later in the year. In bend one students will write lots of books. Students will use all they know to write many books, spending only a day or two on each book before moving on to a new one. Students will choose expert topics.. Writers will study other nonfiction authors, noticing the interesting and cool things they do to teach in their books, and trying those moves in their own writing. Once students have written a few books, they will set goals using the information checklist. As bend one comes to a close, writers will edit and create an “about the author” page. In bend two students will focus on writing for an audience. Second grade writers, will not only choose topics, but choose an audience. Writers will ask, “What information does my audience want to know?” They will work alongside you to write a more developed demonstration text, which you’ll angle to a specific audience. Students will participate in an inquiry of different leads and peers will provide each other feedback. During this bend, writers will focus on revision, setting goals, and attending to spelling. To celebrate the end of bend one, student will become book fairies! Writers will, fancy up their books to publish, wrap one, and gift it to their intended audience. In bend three writers will explore all kinds of nonfiction texts. You will invite students to consider information in a new way: question-and-answer book, a story that teaches, or a how-to book.

Students will study mentors of these kinds of books, focusing on the structure. Writers will continue to provide each other feedback and use tools from the unit to help them prepare their books for publishing.

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### **Big Ideas: Course Objectives / Content Statement(s):**

- ☐ Write informational books with stamina, volume and independence
- ☐ Write for an audience
- ☐ Write with elaboration and can study a mentor text to make information books longer and more interesting
- ☐ Write different kinds of nonfiction text
- ☐ Writers need to edit, fancy up, and publish their writing so that it teaches in clear and exciting ways.

## **Enduring Understandings**

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### **What will students understand about the big ideas?**

Students will understand that...

- ☐ Information writers write with stamina, volume and independence.
- ☐ Information writers write with elaboration and can study a mentor text to make information books longer and more interesting.
- ☐ Information writers write one book and then develop a new book for a specific audience.
- ☐ Information writers will write one book and then write it in a new way.
- ☐ Information writers need to edit, fancy up, and publish their writing so that it teaches in clear and exciting ways.

## Essential Questions

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### What provocative questions will foster inquiry, understanding, and transfer of learning?

- How can I use what I already know about organization, details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I write for a specific audience?
- How can I write different kinds of nonfiction text?
- How can I use and improve my editing skills to get my work ready for our celebration?

## New Jersey Student Learning Standards (No CCS)

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LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.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.
LA.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.
LA.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).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.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.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide

requested detail or clarification.

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.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).

## Amistad Integration

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Use mentor texts that feature voices from diverse cultures and communities:

- Nelson Mandela, Barbara Kramer (National Geographic Kids)
- Sonia Sotomayor, Barbara Kramer (National Geographic Kids)
- Holidays Around the World: Chinese New Year, Carolyn Otto (National Geographic Kids)

**Additional Amistad Integration Curriculum Resources:** <https://docs.google.com/document/d/1CZYy8p1m64wHeVti-790MxftN1Z7CVzv2IdDeDFJ0DE/edit>

## Holocaust/Genocide Education

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- Teach district mandated diversity lessons: <https://drive.google.com/drive/u/1/folders/0B-SfydOV5B-4dFdXTC11VzBfY0E>
- Incorporate Responsive Classroom Program into classroom community
- Suggested text: Holidays Around the World: Celebrate Passover, Deborah Heiligman (National Geographic Kids), Holidays Around the World: Rosh Hashana and Yom Kippur, Deborah Heiligman (National Geographic Kids)

SJ.1	Students will develop positive social identities based on their membership in multiple groups in society.
SJ.2	Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
SJ.3	Students will recognize that people's multiple identities interact and create unique and complex individuals.
SJ.4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

## Interdisciplinary Connections

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MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
SCI.K-2.5.3.2.D.1	Record the observable characteristics of plants and animals to determine the similarities and differences between parents and their offspring.
SCI.K-2.5.4.2.F.1	Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

## Technology Standards

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LA.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.
LA.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).
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry

## 21st Century Themes/Careers

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy Media Literacy
- Life and Career Skills

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Financial Literacy Integration**

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<http://www.scholastic.com/browse/article.jsp?id=3758520>

PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.4	Identify common household expense categories and sources of income.
PFL.9.1.4.B.5	Identify ways to earn and save.
PFL.9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
PFL.9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
PFL.9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
PFL.9.1.4.C.4	Determine the relationships among income, expenses, and interest.
PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.C.6	Summarize ways to avoid credit problems.
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.D.2	Explain what it means to "invest."
PFL.9.1.4.D.3	Distinguish between saving and investing.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.

## **Instructional Strategies & Learning Activities**

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- Start with review
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective

- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Workshop model
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction

## **Differentiated Instruction**

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- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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- Conferring notes
- On-demand Writing Prompts
- Student skills checklists

- Student portfolio
- Checklist/rubric
- Questions to Consider when Assessing Student Writing
- Checklist/Rubric-Questions to Consider When Assessing Student Writing- Resources from Primary Writing-Lucy Calkins.
- WTW Spelling Inventory
- Formative/anecdotal assessments (data collected during small group, 1:1 conferences, active engagement, and share time)

## **Summative Assessment**

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- Lucy Calkins Writing Rubric (<https://www.heinemann.com/>)

## **Benchmark Assessments**

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Use Benchmark Assessment to assess students' current reading levels

*Fountas & Pinnell Benchmark Assessment Systems*

By [Irene Fountas](#), Lesley University, [Gay Su Pinnell](#), The Ohio State University

-Heinemann Publishing

Compare results with *Fountas & Pinnell Instructional Level Expectations for Reading Chart*

<https://www.heinemann.com/fountasandpinnell/handouts/instructionallevelexpectationsforreading.pdf>

-Heinemann Publishing

## **Alternate Assessments**

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- Learning Celebrations (Bend 3, Lesson 19)

## **Resources & Technology**

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Technology:



- Chromebooks
- iPads
- Google Classroom
- SeeSaw
- Google Slides
- Powerpoint

Resources:

- ☐ TCRWP Second Grade Writing Units of Study: How To Guide to Nonfiction Writing (New Book/If...Then)
- ☐ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS\_GR2)
- ☐ Writing Pathways (for rubrics, checklists, and progressions)
- ☐ TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation

## **BOE Approved Texts**

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- How to Be a Baby by Me, the Big Sister, Sally Lloyd-Jones (Lucy Calkins Writing Program Mentor Text)
- Why Do Dogs Bark?, Joan Holub (Lucy Calkins Writing Program Mentor Text)
- Growing Frogs, Vivien French (Lucy Calkins Writing Program Mentor Text)

## **Closure**

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**Share:** Students share an example of the teaching point in their writing with a partner or the class

**Gallery Walk:** On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

**Question Stems:** Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.

**Questioning:** "What takeaways from the lesson will be important to know three years from now? Why?"

**Connection:** Have students dramatize a real-life application of a skill.

**Visualize and Share:** Students visualize how they will use the teaching point in their writing and then share

what they did/will do in their writing.

**Teach:** Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

**Agree/Disagree:** Classmates agree (thumbs up) or disagree (thumbs down) with the idea or response.

**Reflection:** Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

**5 Words Or Less:** Challenge several students to sum up your lesson in 5 words or less.

**3-2-1:** Have students write or discuss 3 things they learned, 2 questions they have, and one "AH-HA" moment from the lesson.

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## ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

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## Special Education

Refer to individual student IEP goals. Some suggestions include:

- Shorten assignments to focus on mastery of key concepts.
- Modify writing assignments.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.

- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **504**

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Refer to accommodations in individual 504 plans. Some suggestions include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples

- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Highlighted instructions
- Paper choices
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview assessment procedures
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

## **Gifted and Talented**

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- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking