

Grade 2 Writing Book 3

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

Course Pacing Guide

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

Unit Description: Writing About Reading (Book 3)

During this unit of study, Writing about Reading, you will help your children learn to write about beloved books in ways that persuade others to love them as much as they do. You'll help your second-graders form opinions about the books they read, thinking deeply about characters within and across series. In part, then, this is a unit on writing to think—and on doing this complicated grown-up work in ways that are befitting seven-year-olds. Because this is new and ambitious work, the unit will brim with the excitement and energy that comes from that. The goals of the unit are important ones. You'll help your children learn to state clear opinions and to support these ideas with evidence—work that is at the forefront of the list of expectations for writers as they move on to third grade and beyond. Much of the work your second-graders do in this genre will be similar to the work they did in first grade, now with increased sophistication. In first grade, your students were expected to “write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.” Now, in second grade, in addition to introducing the topic they are writing about, your students must also “introduce the book they are writing about” (rather than only name it), “supply reasons that support the opinion,” “use linking words (e.g. because, and, also) to connect opinion and reasons,” and “provide a concluding statement or section.” These shifts—

introducing the book they are writing, supplying more than one supportive reason, linking parts together, and providing a longer, more formalized ending—are the areas to which you will devote key attention. Students will begin this unit writing letters—work that will be familiar to those who participated in the kindergarten opinion writing unit on persuasive letters. Across the first bend of this unit, students will draft letters about the characters they’ve met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. Bend I will help students not only to develop opinions about their reading, but to get energy for writing. They will learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world. In Bend II, students will focus on raising the level of their letter writing. In the final bend, students will shift gears, moving away from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards. This work will build on the first two bends as students continue to write their opinions about books and support those opinions with reasons and details from the text. However, now they will lift the level of this writing as they learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, as well as add introductions and conclusions, all in the service of teaching and persuading others.

Big Ideas: Course Objectives / Content Statement(s)

- ☐ Develop opinions about their reading—learn to state opinions clearly, retell their stories so that their opinions make sense to readers.
- ☐ Raise the level of their letter writing, close reading as a way to spark new ideas and to push themselves to deepen their thinking using their Post-it notes to elaborate their pieces.
- ☐ Begin to move away in Bend 3 from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards by incorporating quotations for further text evidence, make comparisons between books across collections of books, as well as add introductions and conclusions.

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- ☐ We have opinions about our characters and people can agree or disagree with my opinion.
- ☐ There are ways to convince my audience, one important way is by using text evidence to support my opinion.

- ☐ Writers write letters or make speeches to express their opinions to convince others to read and care about their books too.

Essential Questions

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

- ☐ How can I write lots of letters to other readers that tell my opinion about characters, and how I get better at writing in ways that make people agree with my opinion?
- ☐ How can I strengthen my writing muscles so that I am better at giving evidence to support an opinion?
- ☐ How can I tuck in better retelling, quote and discuss the details of the book, and say more?
- ☐ How can I do really important things with my opinion writing, like writing nominations for my favorite books that convince others to care about those books too?

New Jersey Student Learning Standards (No CCS)

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

LA.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.
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.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.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.
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.2.6	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

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

- The Little Book of Little Activists, Penguin Young Readers
- The Big Bed, Bunmi Laditan
- I Can Be Anything! Don't Tell Me I Can't, Diane Dillon
- What Can A Citizen Do?, Dave Eggers

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

Holocaust/Genocide Education

- 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: Yertle the Turtle, Dr. Seuss, 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

MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
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

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

- 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

<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

- 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

- 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

- 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

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

Benchmark Assessments

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

- Learning Celebrations (Bend 3, Lesson 19)

Resources & Technology

Technology:

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

Resources:

- ☐ TCRWP Second Grade Writing Units of Study: Writing About Reading (Book 3)
- ☐ 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

- Mercy Watson to the Rescue, Kate DiCamillo (Lucy Calkins Writing Program Mentor Text)
- Pinky and Rex and the Bully, James Howe (Lucy Calkins Writing Program Mentor Text)

Closure

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.

ELL

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

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

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

- 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

- 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

