

# Unit 8: Independent Writing Project

Content Area: **Language Arts Literacy**  
Course(s): **Reading 2, Writing 2**  
Time Period: **May**  
Length: **May 23 - June 23**  
Status: **Published**

## **Enduring Understandings**

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### **Reading**

Readers use strategies to help them understand what is read.

The goal of reading nonfiction text is to find and learn new information.

Readers read nonfiction or informational text to find information and answer questions about the world around them.

### **Writing**

Writers use all they have learned to create new pieces.

Writers capture their readers in various ways.

Writers always keep their audience in mind no matter what genre they are writing.

Every genre incorporates strong voice, word choice, beginnings and endings.

## **Essential Questions**

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### **Reading**

How will asking questions about key details in a text help the reader to understand it better?

What is the main idea of the text and what are the details that support it?

How will making connections between individuals, events, ideas, or pieces of information in a text lead to better understanding?

## **Writing**

How will I use mentor texts to guide my writing?

What are qualities of good writing that should be included in your piece?

Why does your audience matter?

What should every genre of writing include?

How does poetry differ from other forms of writing?

How do poets capture their readers' attention?

## **Content**

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*Readers and Writer's Workshop* by Lucy Calkins

*Wonders Reading Program* - McGraw Hill 2014

*Foundations* - 2016

## **Mentor Texts**

### **Poems**

*"Aquarium"* by Valerie Worth

*"Between Two Trees"* by Kristine O'Connell George

*"Valentine for Ernest Mann"* by Naomi Nye

*"Lullaby"* by Kristine O'Connell George

*"Go Wind"* by Lilian Moore

*"Way Down in the Music"* by Eloise Greenfield

*"Poem"* by Langston Hughes

*"Inside My Heart"* by Zoe Ryder White

*"Maples in October"* by Amy Ludwig VanDerwater

*"Destiny"* by Kristine O'Connell George

*"Waiting Room Fish"* by Amy Lidwig VanDerwater

Understanding of Expository Text” from ReadWriteThink:

☒ <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-sectionheadings-support-24.html?tab=1#tabs>

Reading with Meaning Teaching Comprehension in the Primary Grades by Debbie Miller

Spelling City website, ☒ <http://www.spellingcity.com>

## **Skills**

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### **Reading**

Monitor for sense by rereading the story and asking what is happening in each part. ☐ Monitor for sense by rereading the story aloud.

Make meaning of longer text by retelling a story using first, second, then, etc.

Make mental pictures that include characters, actions, and setting.

Practice stopping after reading several pages or chapters and asking the question, “What is happening with my character so far in the book?”

Use graphic organizers, such as a T-chart, to keep track of thoughts.

Use post-its to mark sections where the character surprises, changes, or reminds them of themselves, or connects with a different book.

Identify the setting by paying close attention to place words that tell the reader where the action is happening; notice when a scene changes by paying attention to the detail, and how the setting usually stays the same.

Predict or expect problems by noticing clues in a story.

Identify problem/solution by putting a post-it on the page when the problem is identified and one on the page where the problem is resolved.

Notice time change by paying close attention to illustrations that show change (from day to night) and noticing language that authors use to tell the reader of changes.

## **Reading Foundations**

Identify textual purpose and understanding

Identify oral reading with accuracy, appropriate rate, and expression on successive readings

Identify rereading as a strategy when confirming or self-correcting words

Understand how context can help to confirm or self-correct word recognition

Understand how to confirm or self-correct using context

Determine the purpose for reading on-level text

Apply reading strategies for accuracy, rate, and expression

Confirm or self-correct word recognition and word understanding

Read on-level text fluently and accurately

Reread with fluency as necessary

Read with accuracy

Read with expression at the appropriate rate

## **Writing**

Browse writer's notebooks for ideas that have strong feelings and concrete details.

Use the writers notebook to browse for ideas for a writing project.

Use skills and strategies taught throughout the year to write independent projects.

Choose a writing genre to explore for the project.

Choose topics that are meaningful.

Revise and edit writing

Use revision and editing checklist appropriate for genre.

Circle words that look incorrectly spelled and draw on strategies to fix them.

Experiment with language and sound to create meaning.

Create line breaks intentionally in poetry.

Repeat lines, sounds and images to provide rhythm and meaning.

Use mood when writing poetry.

Use comparisons to clarify feelings and ideas.

Study mentor text for structure through close reading activities.

Choose structure that is the right fit for what is being said.

Study points of view of various authors.

Revise and edit written work

Replace feeling words with images that show rather than tell

## Standards

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Standards	New Jersey Student Learning Standards & Progress Indicators for ELA Grade 2
L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLSA.L.6.	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.
NJSLSA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
NJSLSA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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NJSLSA.R.4.	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.
NJSLSA.R.5.	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.
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- scene, or stanza) relate to each other and the whole.
- NJSLSA.R.6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R.8. 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.
- NJSLSA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1.A. Use collective nouns (e.g., group).
- L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1.F. 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).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2.A. Capitalize holidays, product names, and geographic names.
- L.2.2.B. Use commas in greetings and closings of letters.
- L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
- L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3.A. Compare formal and informal uses of English.
- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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).
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.A. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.B. Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.D. Decode words with common prefixes and suffixes.
- RF.2.3.E. Identify words with inconsistent but common spelling-sound correspondences.

- RF.2.3.F. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.A. Read grade-level text with purpose and understanding.
- NJSS.ELA-Literacy.RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- .RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 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 concluding statement or section.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.