Unit 2 Writing: Chapter Books: Writing Nonfiction from the Heart

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, children will write books on self-selected topics about which they have some knowledge. They will also do a bit of research on these topics, incorporating new knowledge into what they already know. The theory is that by writing information books on topics of their own choosing, children are more apt to feel invested in the project and therefore more likely to write with voice and conviction. Writing volume is an important goal in this unit, and for starters, this means children will write many information books. A second goal is that children begin to explore and learn about different ways of structuring nonfiction texts. As children learn more about text structures, they may return to a book they wrote earlier in the unit, rewriting it with a new structure. Ultimately, of course, it is up to children to decide how best to structure each book to teach others. Regardless of the structure writers choose, in the interest of upholding your volume goal, you will want to keep paper choices ambitious. Provide children with booklets that contain lots of pages and lots of lines for writers to fill. Be clear that you expect a lot of writing. A question-and-answer book does not mean one question followed by a sentence for an answer but rather a question to hook the reader and then whole paragraphs of writing to answer the question and teach information to help readers understand the answer to the question. Throughout the unit you'll use mentor texts to help you teach and entice!

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2024

Pacing Guide

Please refer to this Language Arts Reading and Writing Workshop Pacing Guide for grade 2; Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to this folder for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the Grades K-5 folder.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources.

L.WF.2.2.B	Regular two- and three-syllable words that:
L.WF.2.2.C	Words with suffixes that require:
L.WF.2.2.D	Most often used words in English:
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
W.IW.2.2.A	Introduce a topic clearly.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2.C	Provide a conclusion.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.WP.2.4.A	Identify audience and purpose before writing.
W.WP.2.4.B	Participate in self-evaluation of written work.
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
SL.PE.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.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.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.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.

Performing Arts Standards

1.4.2.Cr3: (a). With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify similarities and differences

in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6: (a). Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Essential Questions

- Bend 1: What do writers add and revise in information chapter books to prepare them for publishing?
- Bend 2: What do writers revise in their writing when they consider different audiences?
- Bend 3: How do writers teach in other formats, such as podcasts and videos?

Students Will Know/Students Will Be Skilled At

- characteristics of informational books
- difference between fact and opinion
- information writers write about topics they care greatly about

- to make lists of everything they know about a topic and decide if there is more to learn
- consulting mentor texts for research
- writing introductions and conclusions
- collaborating with peers
- the steps of the writing process
    - Prewrite
    - Plan- across pages
    - Draft- across pages
    - Revise- with author's craft, word choice in mind, and with evidence based facts and definitions to develop points
    - Edit
- the traits/lenses of writing
    - Meaning: Is this important to the reader?
    - Structure/Organization: Is it logical or sequential?
    - Details/Elaboration: Do the details develop meaning?
    - Voice/Craft: Can you sense the writer and the writer's mood?
    - Genre: Does the writer understand the type of writing?
    - Conventions: Does the writer control spelling and punctuation?

- By the end of this unit, students will:

    - Name their topic and interest readers

    - Organize their writing into different parts.

    - Use linking words at the start of new sections.

    - Tell information in each chapter/part using different kinds of information: facts, details, examples

    - Explain some of the information they are writing about

    - Use words important to the topic and may add definitions to some of those words

    - Write a conclusion to end the piece

    - Remind readers of something important they learned or how they can learn more

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration

or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative, including Alternative Assessments:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided. Located in the shared Grades K-5 Language Arts folder on the Google Drive, reported three times per year

Learning Plan

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, and partnerships. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while the teacher confers with individual students, works with small groups, or writing partnerships.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson. Change red font to match your teaching point. Clickhere.

Here is a sample of a Writing Workshop template. Clickhere.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Please refer to the Grades K-5 Google folder for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and

appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

Syntax, Style, Grammar, and Conventions

Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to the K-5 folder for specific lessons and materials.

Sentence study introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to apply their learning to develop and strengthen their independent writing skills.

Please refer to this folder for the scope and sequence as well as specific lessons and materials.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

The core materials for this unit include the Units of Study in Writing for grade 2, The Reading and Writing Project at Mossflower, 2024-2025.

Materials used for grammar and convention study include the following: Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see the FPC and Units of Study Crosswalk.

Instructional Materials

Please use this link to access instructional materials for this unit.

Heinemannfor anchor charts and other teacher resources & materials (username: deacon@cranfordschools.org password: Hillside125)

Possible Mentor Texts:

- Earthworms (Claire Llewellyn)
- Bugs!Bugs!Bugs! (Jennifer Dussling)
- Surprising Sharks (Nicola Davie)
- Hamsters (Bobbie Kalman)
- National Geographic "Animal" Series—Pandas (Anne Schreiber)
- All About Sharks (Jim Arnosky)
- What Is Weather? (Ellen Lawrence)
- The Bicycle Book (Gail Gibbons)
- All Kinds of Habitats (It's Science!) (Sally Hewitt)
- The ABCs of Habitats (Abcs of the Natural World) (Bobbie Kalman)
- Nature's Patchwork Quilt: Understanding Habitats (Mary Miche)
- What Is the World Made Of? All About Solids, Liquids, and Gases (Kathleen Weidner Zoehfeld)
- Solids, Liquids, And Gases (Rookie Read-About Science) (Ginger Garrett)

Teacher Resources

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2023.
- Heinemann website: https://www.heinemann.com/extracreditclub/home.aspx for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access).
- *The Writing Strategies Boo*k, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- Cranford Public School Grades K-8 Google Folder for instructional materials

Suggested Strategies for Modifications and Accommodations

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and

Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Variety of paper choice that suits needs of student (raised line, dotted lines, color coded, double spaced)
- Choice seating (standing desks, laying on stomach, resistance bands on desks legs)
- Pencil grips, different size length/width pencils
- Blocking (blocking assignments into smaller segments)
- Cutting (cut worksheets into sections)
- Folding (fold worksheets into sections)
- Highlighting, color coding or underlining.
- Minimize amount of papers/organizers in writing folder/binder
- Slant desk
- Seat cushion/sensory input
- Use lines to indicate number of words in a sentence and where they should be placed
- Personal dictionary (Words I Use When I Write)
- Personal Word Wall with sight words
- Speech to Text (Dictation technology)
- Visual aides on desk (blends, di/trigraphs, diphthongs), (structure/organization)
- Provide peer support
- Use brain breaks as well as short breaks within work session
- Checklist with visuals
- Student office/privacy folders

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the Strategies for Striving Students and Pathways to Intervention documents in the Grades K-5 folder for specific appropriate interventions.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and

individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration. Please see this document for detailed information.