

## Unit Focus

During this unit, students will write under the influence of author Cynthia Rylant. Students will choose topics that are important to them and will write a great volume of small moment narratives – adding layers of craft moves to their repertoire and using all they know as they plan and draft new pieces or revise drafts. Writers will have the opportunity to truly live their lives as writers under the influence of Cynthia Rylant. They will write about everyday moments that are important to them. Students will use the Narrative Writing checklist to measure their progress and make goals for writing as well as analyze the work and craft of Rylant that they’d like to try out in their own work. Writers will take many pieces through the writing process, using all they know each time they sit down to write, improving each first draft as they hone craft of revision and include higher level writing through planning and drafting.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> <li>• Writing               <ul style="list-style-type: none"> <li>○ 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. <i>(CCSS.ELA-LITERACY.W.2.3)</i></li> <li>○ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <i>(CCSS.ELA-LITERACY.W.2.5)</i></li> <li>○ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>(CCSS.ELA-LITERACY.W.2.6)</i></li> </ul> </li> <li>• Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <i>(CCSS.ELA-LITERACY.SL.2.1)</i> <ul style="list-style-type: none"> <li>○ Build on others' talk in conversations by linking their comments to the remarks of others. <i>(CCSS.ELA-LITERACY.SL.2.1.B)</i></li> </ul> </li> <li>• Speaking &amp; Listening               <ul style="list-style-type: none"> <li>○ Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas to pursue in future writing.</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation, Reflection)</p> <p>T3 Use the work of admired mentor authors to set goals. (Reflection, Product Creation)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p> <p>U3 Writers use mentor authors to set goals for their own writing.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</p> <p>Q2 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p> <p>Q3 Cynthia Rylant Focus: How do I use another author's craft and structure to develop my idea or topic?</p> <p>Q4 Personal Narrative Focus: How do I write stories that make readers understand how and why a topic is important to me?</p>	

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<p>information, or deepen understanding of a topic or issue. (CCSS.ELA-LITERACY.SL.2.3)</p> <ul style="list-style-type: none"> <li>○ 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. (CCSS.ELA-LITERACY.SL.2.5)</li> </ul> <ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.2.1)             <ul style="list-style-type: none"> <li>○ Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS.ELA-LITERACY.L.2.1.E)</li> <li>○ 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). (CCSS.ELA-LITERACY.L.2.1.F)</li> </ul> </li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.2.2)             <ul style="list-style-type: none"> <li>○ Capitalize holidays, product names, and geographic names. (CCSS.ELA-LITERACY.L.2.2.A)</li> <li>○ Use commas in greetings and closings of letters. (CCSS.ELA-LITERACY.L.2.2.B)</li> <li>○ Generalize learned spelling patterns when writing words (e.g., cage -&gt; badge; boy -&gt; boil). (CCSS.ELA-LITERACY.L.2.2.D)</li> </ul> </li> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS.ELA-LITERACY.L.2.5)             <ul style="list-style-type: none"> <li>○ Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS.ELA-LITERACY.L.2.5.B)</li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>● Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i></li> </ul> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> <li>● Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i></li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Repeating ideas can convey a message to an audience.</p> <p>K2 Writers use specific words for a purpose and an audience.</p> <p>K3 Vocabulary: Territory, Topic, Repeating Line, Metaphor, Simile, Alliteration, Description, Dialogue, Sensory Details, Theme, Author's Message, commas, greeting, closing, adjectives, adverbs, compound sentence</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Writing engaging beginnings.</p> <p>S2 Writing purposeful endings</p> <p>S3 Using craft of alliteration with sensory details.</p> <p>S4 Using transitions to connect moments in a narrative.</p> <p>S5 Working with a partner to reflect and set goals.</p> <p>S6 Rereading and revising work for clarity.</p> <p>S7 Using commas in dates, to separate single words in a series, in greetings, and closings of letters.</p> <p>S8 Using end punctuation accurately.</p> <p>S9 Using adjectives and adverbs and choosing between them.</p> <p>S10 Writing simple and compound sentences.</p> <p>S11 Capitalize holidays, product, proper names, geographic names.</p>