

Grade 2 - Unit 4 Writing- Writing Informational Books with Purpose

Unit Focus

First graders wrote How-To and All About Books and are familiar with using text features as writers. They planned a topic with a main idea and created chapters with headings to teach readers all about a topic, often including a how-to page. The second graders will become information writers as they continue to learn from mentor informational authors in reading and apply what they are learning as readers to their writing lives. They will learn to how write expository nonfiction and narrative nonfiction. They will learn how to choose the most effective medium to share important information and match their style and tone – always thinking about the reader and what they will need from the writer in order to not only understand but be engaged and interested in the book. Students will continue to write in a great volume, trying out many topics to teach to readers. Students will engage in the process of reading non-fiction text and will learn how the text features of a non-fiction selection help us understand what we read. Students will explore how authors of non-fiction purposefully choose text features to help their reader understand their purpose and message. Students will discuss their schema and new learning orally to explain how their thinking changes before, during and after reading. Students will reflect on what they learned and what they still want to learn after reading a non-fiction text.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>(CCSS.ELA-LITERACY.RL.2.2)</i> • Writing <ul style="list-style-type: none"> ○ Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <i>(CCSS.ELA-LITERACY.W.2.2)</i> ○ 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> ○ 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> ○ Participate in shared research and writing projects (e.g., read a number of books on a single topic to 	<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 (Imagining).</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)</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 plan and use structures to match their audience and purpose.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?</p> <p>Q2 How am I engaging my reader to learn?</p> <p>Q3 How do I use another author's craft and structure to develop my idea or topic?</p> <p>Q4 Informational Writing Focus: How do I ask an important question worthy of writing about? How do I use that to plan my writing for a specific audience and purpose?</p>	

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<p>produce a report; record science observations). (<i>CCSS.ELA-LITERACY.W.2.7</i>)</p> <ul style="list-style-type: none"> ○ Recall information from experiences or gather information from provided sources to answer a question. (<i>CCSS.ELA-LITERACY.W.2.8</i>) <ul style="list-style-type: none"> ● 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"> ○ Build on others' talk in conversations by linking their comments to the remarks of others. (<i>CCSS.ELA-LITERACY.SL.2.1.B</i>) ○ Ask for clarification and further explanation as needed about the topics and texts under discussion. (<i>CCSS.ELA-LITERACY.SL.2.1.C</i>) ● Speaking & Listening <ul style="list-style-type: none"> ○ Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (<i>CCSS.ELA-LITERACY.SL.2.2</i>) ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (<i>CCSS.ELA-LITERACY.L.2.1</i>) <ul style="list-style-type: none"> ○ Use collective nouns (e.g., group). (<i>CCSS.ELA-LITERACY.L.2.1.A</i>) ○ Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (<i>CCSS.ELA-LITERACY.L.2.1.B</i>) ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (<i>CCSS.ELA-LITERACY.L.2.2</i>) <ul style="list-style-type: none"> ○ Capitalize holidays, product names, and geographic names. (<i>CCSS.ELA-LITERACY.L.2.2.A</i>) ○ Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). (<i>CCSS.ELA-LITERACY.L.2.2.D</i>) ○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (<i>CCSS.ELA-LITERACY.L.2.2.E</i>) <p>Student Growth and Development 21st Century Capacities</p>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Informational genres include expository and narrative forms</p> <p>K2 Vocabulary: Text feature, glossary, captions, diagrams, pictures, table of contents, heading, main idea, topic, details, index, inquiry question, character, perspective, narrator, description, Read and Wonder, noun, collective noun, plural noun, irregular plural noun</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Planning and using text features to teach readers.</p> <p>S2 Organizing information into sections using headings.</p> <p>S3 Selecting and using text features purposefully</p> <p>S4 Using sources to spell content words correctly.</p> <p>S5 Writing with voice to match the intended audience and purpose.</p> <p>S6 Matching content to the intended audience and purpose</p> <p>S7 Editing for proper use of capital letters, end punctuation, and commas in a series</p> <p>S8 Editing for verb tense.</p> <p>S9 Using collective nouns.</p> <p>S10 Forming and using frequently occurring irregular plural nouns.</p> <p>S11 Capitalize the first word in a sentence and the word I, dates and names of people, holidays, and geographic names.</p>

Stage 1: Desired Results - Key Understandings

Matrix

Creative Thinking

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*