

Second Grade Writing

Curriculum/Content Area: Writing	Course Length: One Year
Course Title: Second Grade Literacy	Date last reviewed: 2013
Prerequisites: N/A	Board approval date:
<p>Primary Resource: Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: These units invite second-graders into author studies that help them craft powerful true stories, science investigations and lab reports, and finally, into some very grown-up writing about reading. Across the writing genres, children learn to understand—and apply to their own writing—techniques they discover in the work of published authors. Students learn how to create engaging narratives by stretching out small moments and writing in detail, use inspirational nonfiction texts to help students design and write about experiments and other scientific information, students will read closely and gather evidence from texts to craft persuasive arguments, and students will learn to use line breaks to express the meaning and rhythm they intend and use visualization and figures of speech to make their writing more clear and powerful.

Priority Standards - Anchor Standards
<p>Wisconsin Standards for English Language Arts</p> <p>WI.ELA.R1: 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. <i>K-12</i></p> <p>WI.ELA.R4: 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. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: <i>Begins in 3rd grade</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.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. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p>WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p>WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>K-1</i></p>

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 2nd Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: 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.

WI.ELA.W4: *Begins in 3rd grade* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1 - Lessons From the Masters: Improving Narrative Writing

Enduring Understandings	Essential Questions
<ol style="list-style-type: none">1. Using strategies to develop real or imagined experiences or events will help them write narrative text2. Writers consider task, purpose and audience in order to write clearly3. Planning, revising, editing, and rewriting will strengthen writing4. How to approach varied writing tasks that require different amounts of stamina	<ol style="list-style-type: none">1. How can I study published narratives, learning from the craft moves in order to write more powerful narratives of my own?2. -How can I get inspiration and ideas from master writers, and use that to write shapely small moment stories?3. How can I learn to study craft moves in published narratives, and then try them out as I write and revise in meaningful ways?4. How can I transfer what I learned during a whole-class author study to my very own author study, aiming to learn and try out more craft moves?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: 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.

WI.ELA.W4: *Begins in 3rd grade* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Supporting Standards

WI.ELA.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Learning Targets

I can write narratives (W.2.4)

I can recount a well-elaborated event or short sequence of events (W.2.4)

I can use temporal words to signal event order (first, next, finally) (W.2.4)

I can include details to describe actions, thoughts and feelings (W.2.4)

- *Bend 1, Session 1-Discovering Small Moments That Matter: Generating Ideas for Writing*
- *Bend 1, Session 2- Capturing Story Ideas: Tiny Topics Notepads*
- *Bend 1, Session 3- Stretching Out Small Moments*
- *Bend 1, Session 4 - Writing with Detail: Magnifying a Small Moment*
- *Bend 2, Session 11 - Letter to Teachers: Learning to Write in Powerful Ways: Trying Out a Second Craft Move*
- *Bend 3, Session 15 -Learning Craft Moves from Any Mentor Text*

I can provide a sense of closure. (W.2.4)

- *Bend 1, Session 5 - Letter to Teachers: Revising with the Masters: Crafting Powerful Endings*

When someone helps me I can edit to make my writing clearer. (W.2.5)

- *Bend 3, Session 18-Editing and Preparing for Publication*
- *Bend 1, Session 6 - Rereading Like Detectives: Making Sure Our Writing Makes Sense and Sounds Right*

When someone helps me I can revise my writing to make sure I stay on topic. (W.2.5)

- *Bend 1, Session 4 - Writing with Detail: Magnifying a Small Moment*
- *Bend 2, Session 8- Revising with Intent*
- *Bend 2, Session 9 - Close Reading: Learning Writing Moves from a Text*
- *Bend 2, Session 10 -Learning to Write in Powerful Ways: Tring Out Craft Moves Learned from Mentor Authors*
- *Bend 2, Session 12-Emulating Authors in Ways that Matter: Revising in Meaningful Ways*
- *Bend 2, Session 13- Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language*

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 1-Discovering mall Moments That Matter: Generating Ideas for Writing*

I can describe how words and groups of words provide rhythm when you read them and why the author might

have chosen them. (R.2.4)

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 1, Session 4 - Writing with Detail: Magnifying a Small Moment*
- *Bend 2, Session 8- Revising with Intent*
- *Bend 2, Session 9 - Close Reading: Learning Writing Moves from a Text*
- *Bend 2, Session 11 - Letter to Teachers: Learning to Write in Powerful Ways: Trying Out a Second Craft Move*
- *Bend 2, Session 12-Emulating Authors in Ways that Matter: Revising in Meaningful Ways*
- *Bend 2, Session 13- Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language*

I can read and understand a variety of kinds of texts written for second graders (R.2.10)

- *Bend 1, Session 1-Discovering small Moments THAT Matter: Generating Ideas for Writing*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*

I can use nouns that name a group (e.g., family, herd, class, flock). (L.2.1a)

I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)

I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)

I can use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)

I can use adjectives to describe a noun. (L.2.1e)

I can use adverbs to describe a verb. (L.2.1e)

I can 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.2.1f)

- *Bend 3, Session 14-Letter To Teachers: Rereading and Quick Editing: Preparing for a Mini-Celebration*
- *Bend 3, Session 18-Editing and Preparing for Publication*

I can read and write words with vowel teams. (F.2.3b)

- *Bend 3, Session 18-Editing and Preparing for Publication*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *The Leaving Morning* by Angela Johnson
- *Owl Moon* by Jane Yolen

Unit 2 - Lab Reports and Science Books

Enduring Understandings

1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Questions

1. How can I learn to write better lab reports and science books that are organized in a clear way so that others can follow what I am saying and learn new information from my writing?
2. How can I use writing to plan an experiment, to collect data, to analyze the data, and to share my thinking in a written conclusion?
3. How can I bring all that I know about writing lab reports and about science to write well and conduct precise and replicable experiments, without needing much help?
4. How can I use what I know from other writing-to-teach units and from mentor texts to make information books that integrate scientific information with my expert topic?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R10: 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.

WI.ELA.W4: *Begins in 3rd grade* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.

- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

WI.ELA.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WI.ELA.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Learning Targets

I can introduce a topic (W.2.4)

- *Bend 3, Session 17-Letter To teachers: Introductions and Conclusions: Addressing an Audience*

I can provide a concluding statement or section (W.2.4)

- *Bend 1, Session 4 - Authors Share Scientific Ideas/Conclusions*
- *Bend 3, Session 17-Letter To teachers: Introductions and Conclusions: Addressing an Audience*

I can use facts and definitions to develop points (W.2.4)

- *Bend 1, Session 5 - Scientists Learn From Other Sources as Well as From Experiments*
- *Bend 2, Session 7 - Remember All You Know About Science and About Scientific Writing For New Experiments*
- *Bend 2, Session 10 - Designing and Writing a New Experiment*
- *Bend 3, Session 15- Using Comparisons to Teach Readers*
- *Bend 3, Session 16- Showing Hidden Worlds with Science Writing*

When someone helps me I can edit to make my writing clearer. (W.2.5)

- *Bend 2, Session 11 - Editing: Domain-Specific Language*
- *Bend 3, Session 18-Editing: Aligning Expectations to the Common Core*

When someone helps me I can revise my writing to make sure I stay on topic. (W.2.5)

- *Bend 1, Session 3 - New Wonderings, New Experiments*
- *Bend 3, Session 12 - Drawing On All We Know to Rehearse and Plan Information Books*
- *Bend 3, Session 15- Using Comparisons to Teach Readers*
- *Bend 3, Session 16- Showing Hidden Worlds with Science Writing*
- *Bend 3, Session 17-Letter To teachers: Introductions and Conclusions: Addressing an Audience*

I can gather information to answer a question (W.2.8)

- *Bend 1, Session 5 - Scientists Learn From Other Sources as Well as From Experiments*
- *Bend 2, Session 8 - Letter to Teachers: Studying a Mentor Text: The "Results" Page*
- *Bend 2, Session 9 - Comparing Results and Reading More Expert Materials to Consider New Questions*
- *Bend 3, Session 14- Studying Mentor Texts: Integration Scientific Information*

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how.

(R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 5 - Scientists Learn From Other Sources as Well as From Experiments*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*

I can 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.2.1f)

- *Bend 1, Session 2 - Studying a Mentor Text: Procedural Writing*
- *Bend 2, Session 11 - Editing: Domain-Specific Language*
- *Bend 3, Session 18-Editing: Aligning Expectations to the Common Core*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Forces and Motions (Hands-on Science)* by John Graham

Unit 3 - The How-To Guide for Nonfiction Writing

Enduring Understandings

1. Using strategies to examine and convey complex ideas will help them write informative texts
2. Writers consider task, purpose and audience in order to write clearly
3. Planning, revising, editing and rewriting will strengthen writing
4. How to gather relevant and credible information from print and digital sources without plagiarizing
5. How to draw evidence from text to support their own thinking
6. How to approach varied writing tasks that required different levels of stamina

Essential Questions

1. How can I write many different types of informational chapter books that appeal to specific audiences?
2. How can I write a large volume of nonfiction books quickly?
3. How can I write for a specific audience?
4. How can I write nonfiction books of all kinds?

Standards:

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.W4: *Begins in 3rd grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Supporting Standards

WI.ELA.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WI.ELA. W.8 Recall information from experiences or gather information from provided sources to answer a question.

Learning Targets

I can introduce a topic (W.2.4)

- *Bend 2, Session 8-Nonfiction Writers Aim to Hook an Audience's Interest...Right from the Start!*

I can use facts and definitions to develop points (W.2.4)

- *All sessions in unit*

When someone helps me I can edit to make my writing clearer. (W.2.5)

- *Bend 2, Session 12-Editing Nonfiction Writing: Fixing Up Spelling Mistakes for Readers*
- *Bend 1, Session 5-A Trip to the Editor: Preparing for a "Meet the Author" Celebration*

When someone helps me I can revise my writing to make sure I stay on topic. (W.2.5)

- *Bend 1, Session 3- Nonfiction Writers Squeeze Their Brains: Writing Long to Teach Readers a Lot of Information*
- *Bend 2, Session 9-Writers Do More Than One Thing at Once: Making Writing Interesting and Keeping One's Audience in Mind*
- *Bend 2, Session 10-Clearing Up Confusion: Answering Readers' Questions*
- *Bend 3, Session 14-Writing Nonfiction Books of All Kinds*

- *Bend 3, Session 16-Writers Use Reminders to Craft New Books*

I can gather information to answer a question (W.2.8)

- *Bend 1, Session 1-Launching the Big Work of Nonfiction Writing in Accessible Ways*
- *Bend 2, Session 7-Helping Readers Picture Information*
- *Bend 3, Session 14-Writing Nonfiction Books of All Kinds*
- *Bend 3, Session 16-Writers Use Reminders to Craft New Books*

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 1 Launching the Big Work of Nonfiction Writing in Accessible Ways*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*

I can 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.2.1f)

- *Bend 1, Session 5-A Trip to the Editor: Preparing for a "Meet the Author" Celebration*
- *Bend 2, Session 12-Editing Nonfiction Writing: Fixing Up Spelling Mistakes for Readers*

I can read and write words with vowel teams. (F.2.3b)

- *Bend 2, Session 12- Editing Nonfiction Writing: Fixing Up Spelling Mistakes for Readers*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Unit 4 - Writing Gripping Fictional Stories With Meaning and Significance

Enduring Understandings

1. Using strategies to develop real or imagined experiences or events will help them write narrative text
2. Writers consider task, purpose and audience in order to write clearly
3. Planning, revising, editing, and rewriting

Essential Questions

1. How can I use what I know about writing powerful personal narratives to improve my fiction writing?
2. How can I use what I know about writing with details and suspense to write many interesting fictional stories?

- will strengthen writing
4. How to approach varied writing tasks that require different amounts of stamina

3. How can I revise my fictional stories by adding details to the most important parts?
4. What new goals can I set for my writing and my revisions so I write the best possible fiction stories?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: 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.

WI.ELA.W4: *Begins in 3rd grade* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

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.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Learning Targets

I can write narratives (W.2.4)

I can recount a well-elaborated event or short sequence of events (W.2.4)

I can use temporal words to signal event order (first, next, finally) (W.2.4)

I can provide a sense of closure. (W.2.4)

I can include details to describe actions, thoughts, and feelings (W.2.4)

- *Bend 1: Think of a Character and of Small Moment Stories for that Character: Generating and Writing Several Short Fiction Books*
- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*
- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can revise and edit my writing with help (W.2.5)

- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*

I can remember what I have been taught to answer a question (W.2.8)

- *Bend 1: Think of a Character and of Small Moment Stories for that Character: Generating and Writing Several Short Fiction Books*
- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*
- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1: Think of a Character and of Small Moment Stories for that Character: Generating and Writing Several Short Fiction Books*
- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*
- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can describe how words and groups of words provide rhythm when you read them and why the author might have chosen them. (R.2.4)

- *Bend 1: Think of a Character and of Small Moment Stories for that Character: Generating and Writing Several Short Fiction Books*
- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*
- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*
- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *Bend 1: Think of a Character and of Small Moment Stories for that Character: Generating and Writing*

Several Short Fiction Books

- *Bend 2: Revise with Intention: Pull Readers to the Edges of Their Seats*
- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can use nouns that name a group (e.g., family, herd, class, flock). (L.2.1a)

I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)

I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)

I can use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)

I can use adjectives to describe a noun. (L.2.1e)

I can use adverbs to describe a verb. (L.2.1e)

I can 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.2.1f)

- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

I can figure out which way a vowel sounds inside a word. (F.2.3a)

I can read and write words with vowel teams. (F.2.3b)

I can figure out how to read bigger words with long vowels. (F.2.3c)

I can use prefixes to figure out tricky words. (F.2.3d)

I can use suffixes to figure out tricky words. (F.2.3.e)

I can read words with common silent letters (knew, sight, catch) (F.2.3f)

I can read high frequency words. (F.2.3g)

- *Bend 3: Repeat the Process and Accumulate Lessons Along the Way*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

Unit 5 - Writing about Reading

Enduring Understandings

1. Using valid reasoning and sufficient evidence will help them write convincing arguments.
2. Writers consider task, purpose and audience in order to write clearly.
3. Planning, revising, editing and rewriting will strengthen writing.
4. How to draw evidence from text to support their thinking.
5. How to approach varied writing tasks that require different levels of stamina.

Essential Questions

1. How can I get better at writing my opinions about books, particularly by learning to state my opinions more clearly, to give more reasons, and to use evidence from the book to support my reasons?
2. How can I write many letters to other readers that explain my opinions about characters, and then make those letters more convincing by giving reasons and examples from the books?
3. How can I make my writing stronger, longer, and more persuasive by including

- introductions, better retellings, literary language, and gathering more evidence, while also writing in ways others can read and understand?
4. How can I write nominations for my favorite books that convince others to care about those books too?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: 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.

WI.ELA.W4: *Begins in 3rd grade* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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).

Supporting Standards

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Learning Targets

I can write opinion pieces (W.2.4)

- *Bend 1, Session 2-Getting Energy for Writing by Talking*
- *Bend 2, Session 7-Writing About More than One Part of a Book*
- *Bend 3, Session 12-And the Nominees Are...*

I can introduce the topic or book I am writing about (W.2.4)

- *Bend 2, Session 7-Writing About More than One Part of a Book*

- *Bend 3, Session 16-Writing Introductions and Conclusions to Captivate*

I can state an opinion (W.2.4)

I can supply reasons that support my opinion. (W.2.4)

- *Bend 1, Session 1-Writing Letters to Share Ideas about Characters*
- *Bend 1, Session 3- Writers Generate More Letters: Developing New Opinions by Looking at Pictures*
- *Bend 2, Session 7-Writing About More than One Part of a Book*
- *Bend 3, Session 12-And the Nominees Are...*
-

I can have a conclusion. (W.2.4)

- *Bend 3, Session 16-Writing Introductions and Conclusions to Captivate*

I can revise and edit my writing with help (W.2.5)

- *Bend 1, Session 4- Writers Make Their Letters about BOoks Even Better by Retelling Important Parts*
- *Bend 1, Session 6-Letter to Teachers: Using a Checklist to Set Goals for Ourselves as Writers*
- *Bend 2, Session 7-Writing About More than One Part of a Book*
- *Bend 2, Session 11-Publishing Our Opinions for All to Read*
- *Bend 3, Session 13-Prove It! Adding Quotes to Support Opinions*
- *Bend 3, Session 14-Good. Better. Best.*
- *Bend 3, Session 15-Readers Giving Signposts and Rest Stops*
- *Bend 3, Session 16-Writing Introductions and Conclusions to Captivate*
- *Bend 3, Session 17-Using a Checklist to Set Writerly Goals*
- *Bend 3, Session 18-Letter To Teachers: Keeping the Elaboration Going*

I can ask questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

I can answer questions about the important parts of the text, using words like who, what, where, when, why, and how. (R.2.1)

- *Bend 1, Session 2-Getting Energy for Writing by Talking*
- *Bend 1, Session 4- Writers Make Their Letters about BOoks Even Better by Retelling Important Parts*
- *Bend 1, Session 5-Keeping Audience in Mind*
- *Bend 2, Session 7-Writing About More than One Part of a Book*
- *Bend 2, Session 8-Reading Closely to Generate More Writing*
- *Bend 2, Session 9-Gathering More Evidence to Support Each of Our Opinions*
- *Bend 3, Session 12-And the Nominees Are...*
- *Bend 3, Session 13-Prove It! Adding Quotes to Support Opinions*

I can describe how words and groups of words provide rhythm when you read them and why the author might have chosen them. (R.2.4)

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 3, Session 16-Writing Introductions and Conclusions to Captivate*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All sessions in unit*

I can use nouns that name a group (e.g., family, herd, class, flock). (L.2.1a)

I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)

I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)

<p>I can use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)</p> <p>I can use adjectives to describe a noun. (L.2.1e)</p> <p>I can use adverbs to describe a verb. (L.2.1e)</p> <p>I can 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.2.1f)</p> <ul style="list-style-type: none"> • <i>Bend 1, Session 6-Letter to Teachers: Using a Checklist to Set Goals for Ourselves as Writers</i> • <i>Bend 2, Session 10-Why Is the Author Using a Capital Here?</i> <p>I can 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.2.1f)</p> <ul style="list-style-type: none"> • <i>Bend 3, Session 15-Readers Giving Signposts and Rest Stops</i> 	
Assessment Evidence	
<p>Performance Assessment Options <i>May include, but are not limited to the following:</i></p>	<p>Other assessment options <i>May include, but are not limited to the following:</i></p>
Digital Tools & Supplementary Resources	

Unit 6 - Poetry: Big Thoughts in Small Packages	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Writers consider task, purpose, and audience in order to write clearly 2. Planning, revising, editing and rewriting will strengthen writing 3. How to approach varied writing tasks that require different levels of stamina 	<ol style="list-style-type: none"> 1. How can I write many poems by combining strong feelings or big thoughts with concrete details and carefully chosen words? 2. How can I live like a poet, seeing the world through the eyes of a poet, working to put what I see and feel into poems? 3. How can I write and revise poems so that I find precise language, and use repetition, tone, and comparisons, to bring out the meaning and the mood of each poem? 4. How can I explore poems with different structures, trying to find a structure for each of my poems that matches what I want to say? 5. How can I revise my poems so I explore point of view and imagery?
Standards	
<p>Wisconsin Standards for English Language Arts WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	

WI.ELA.R10: 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.

WI.ELA.W4: *Begins in 3rd grade* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standards

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Learning Targets

I can include details to describe actions, thoughts and feelings (W.2.4)

- *Bend 1, Session 3 - Putting Powerful Thoughts in Tiny Packages*
- *Bend 2, Session 10 - Stretching Out a Comparison*

I can revise and edit my writing with help (W.2.5)

- *Bend 1, Session 2-Listening for Line Breaks*
- *Bend 1, Session 5-Editing Poetry*
- *Bend 2, Session 10-Stretching Out a Comparison*

- *Bend 3, Session 11-Studying Structure*
- *Bend 3, Session 15-Revising Poems: Replacing Feeling Words with Word Pictures*
- *Bend 3, Session 16-Editing Poems: Reading ALoud to Find Trouble Spots*

I can describe how words and groups of words provide rhythm when you read them and why the author might have chosen them. (R.2.4)

I can describe how words and groups of words help me understand the meaning of text and why the author might have chosen them. (R.2.4)

- *Bend 1, Session 4- Poets Find Poems in the Strong Feelings and Concrete Details of Life*
- *Bend 2, Session 7-Patterning through Repetition*
- *Bend 2, Session 9-Using Comparisons to Clarify Feelings and Ideas*
- *Bend 2, Session 10-Stretching Out a Comparison*

I can read and understand a variety of kinds of texts written for second graders (R.2.10)

- *Bend 2, Session 10-Stretching Out a Comparison*
- *Bend 3, Session 12-Studying a Mentor Text with Poets' Eyes*

I can talk with my friends and teachers about lots of different things. (SL.2.1)

I can be a respectful participant in large group conversations. (SL.2.1)

I can piggyback on the comments of others during a conversation. (SL.2.1)

I can ask questions when I'm confused or want to know more. (SL.2.1)

- *All Sessions in unit*

I can use nouns that name a group (e.g., family, herd, class, flock). (L.2.1a)

I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)

I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)

I can use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)

I can use adjectives to describe a noun. (L.2.1e)

I can use adverbs to describe a verb. (L.2.1e)

I can 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.2.1f)

- *Bend 2, Session 6-Searching for Honest, Precise Words: Language Matters*
- *Bend 3, Session 16-Editing Poems: Reading Aloud to Find Trouble Spots*

I can read and write words with vowel teams. (F.2.3b)

- *Bend 1, Session 5-Editing Poetry*
- *Bend 3, Session 16-Editing Poems: Reading Aloud to Find Trouble Spots*
- *Bend 3, Session 17-Letter to Teachers: Presenting Poems to the World: An Author's Celebration*

I can understand the books I read. (F.2.4a)

- *Bend 1, Session 4- Poets Find Poems in the Strong Feelings and Concrete Details of Life*
- *Bend 2, Session 8-Poems Are Moody*
- *Bend 2, Session 10-Stretching Out a Comparison*

I can read out loud and say the words correctly. (F.2.4b)

I can read with the same speed I talk. (F.2.4b)

I can read with expression. (F.2.4b)

I can figure out when I have read something incorrectly and can go back and fix it. (F.2.4c)

I can recognize when I don't understand something and I know how to fix that. (F.2.4c)

- *Bend 3, Session 16-Editing Poems: Reading Aloud to Find Trouble Spots*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Old Elm Speaks: Tree Poems* by Kristine O'Connell George and Kate Kiesler
- *Maples in October* by Amy Ludwig VanDerwater
- *Way Down in the Music* by Eloise Greenfield
- *Halfway Down* by A. A. Milne