Grade Level: 2 Subject: Writing
Trimester 2

Unit: Narrative/Fictional Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers tells make believe stories that contain believable characters, a setting, and a problem and solution. Writers think of ideas for stories, rehearse, draw, and write make believe stories. Writers study and learn how to write from writers they admire. Writers zoom in on a moment and tell a make believe story with details.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 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. ***Production and Distribution of Writing*** 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describer las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos y compañeros, se enfocan en un tema y mejoran el escrito según sea necesario al revisar y al corregir. 6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para hacer y publicar escritos, incluso en colaboración con sus compañeros.
Assessment	
Summative: Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Authentic Student work Informal observation of students during mini lessons, writing time, and oral storytelling activities.

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Learning Plan

Mentor Texts for Fictional Narrative Grade 2

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, to spark writing topics or ideas, and to exemplify how authors zoom in on a moment and write with detail.

English	Español
A House for Hermit Crab by Eric Carle	*Cuadros de familia* by Carmen Lomas Garza
Bear Snores On by Karma Wilson	*Graciela asombrosa* by Mary Hoffman
Bear Wants More by Karma Wilson	*La Isla* by Arthur Dorros
Chimps Don't Wear Glasses by Laura Jaffe Numeroff	*Somos Primos* by Diane Gonzales Betrand
The Seashore Book by Charlotte Zolotow	*EL Chocolate de Abuelita* by Mara Price
Oliver Button Is A Sissy by Tomi De Paolo	*Mi propio cuartito* by Amada Irma Perez
Big Al by Andrew Clements	*Que Monton de Tamales* by Gary Soto
The Stray Dog by Marc Simont	
Ira Sleeps Over by Bernard Waber	
The Circus Surprise by Ralph Fletcher	
The Recess Queen by Alexis O'Neill, & Laura Hulisksa-Blith,	
Let's Take A Pup Said Kate by Bob Graham	
Amanda's Perfect Hair by Linda Millstein	
The Purple Coat Hest by Amy Franny B. Krainy	
There's A Bird in Your Hair by Susan Goldbar	
Enemy Pie by Derek Munson	
Odd Velvet by Mary E. Whitecomb	
The Secret Shortcut by Mark Teague	
Chrysanthemum by Kevin Henkes	
Corduroy by Don Freeman	
The Recess Queen by Alexis O'Neill	
Officer Buckle and Gloria by Peggy Rathmann	
Roller Coaster by Maria Frazee	

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Culturally Relevant Text	
My Best Friend ***by*** Mary Ann Rodman *Amelia's Road* by Linda Jacobs Altman *A Day's Work* by Even Bunting *Jamaica's Tag* Along by Juanita Havill *Under the Lemon Moon* by Edith Hope Find	

Resources

Professional Resources:

About the Authors-Writing Workshop with our Youngest Writers by Katie Wood Ray with Lisa B. Cleaveland
In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study by Katie Wood Ray
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Author, Mentor Texts by Ralph Fletcher
I Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6 by Susan Ehman and Kellyann Gayer
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman by Rose Cappelli

Lesson Planning Resources available online:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.

Launching with Small Moments http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=launching+with+small+moments&UnitID=17834&YearID=2014&CurriculumMapID=891&

Lifting the Level of Narrative

http://gomaisa-public.rubiconatlas.org/Atlas/Browse/UnitMap/View/Default?strkeys=lifting+the+level+of+narrative&UnitID=17835&YearID=2014&CurriculumMapID=891&

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Jefferson County Schools/Literacy Resource Closet
Fairytales unit 2-3
Imagined Narrative K-1
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 3. Describe how characters in a story respond to major events and challenges. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Estándares de lectura 3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes. 5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce al cuento y el final concluye la acción.
Speaking & Listening 1. 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 further clarification and further explanation as needed about the topics and texts under discussion.	Audición y expresión oral 1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado. a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás. c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). g. Produce, expand, and rearrange complete and simple and composite sentences (e.g., The boy watched the movie; The action movie was watched by a little boy).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.** c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces). d. Usan los pronombres reflexivos (ejemplo: Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy). g. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: El niño vió la película; El niño pequeño vió la película; La película que vió el niño pequeño fue interesante.).

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
C. Productive	***10. Composing/Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	***10. Composing/Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Composing/Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.
Part 2: Learning About How English Works			
A. Structuring	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	***1. Understanding text structure*** Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.
B. Expanding	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.	***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. ?]> The boy was hungry so he ate a sandwich.) independently.