Grade Level: 2 Subject: Writing

Trimester 1

Unit: Opinion Writing	**Unit Length: 5 weeks**
Enduring Understanding(s): • An opinion is where you tell what you think about something. • Opinion writing comes in various forms, but is always intended to convince the reader of a point of view. • Writers plan and rehearse their opinion on topics that matter to them in conversations as they prepare to write. • Writers use reasons to support their opinions. • Letters and reviews are two ways authors share their opinions.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. ***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*** 1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final. ***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: Draw and write about your favorite character. Directions for administrations, student testing booklet, and Common Core Aligned opinion writing rubrics will be provided by the district.	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 Opinion Writing K-3 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, or to spark writing topics or ideas.

English	Español
• I Wannalguana by Karen Kaufman Orloff • Click, Clack, Moo Cows, that Type by Dorreen Cronin • Dear Annie by Judith Caseley • The Jolly Pocket Postman by Janet Ahberg and Alan Ahlberg • Ira Sleeps Over by Cynthia Rylant • Stand Tall, Molly Lou Melon by Patty Lowell • Sheila Rae, the Brave by Kevin Henkes • The Recess Queen by Alex O'neil • Should There Be Zoos?by Tony Stead and Judy • Ballester • Gooseberry Parkby Cynthia Rylant • Earrings by Judith Viorst • Dear Dr. Larue by Mark Teague • Red is Best by Kathy Stinson • Hey, Little Ant by Philip Hoose • The Salamander Room by Anne Maze • Can I Keep Him? by Steven Kellogg • Freedom Summer by Deborah Wiles • (Third Grade) • The Best Town in the World by Byrd Baylor • A Pig Parade is a Terrible Idea by Micheal Ian Black • Duck for President by Dorreen Cronin • My Brother Dan's Delicious by Steven L. Layne • The Great Kapok Tree: A Tale of the Amazon Rain • Forest by Lynne Cherry • Don't Let the Pigeon Drive the Bus by Mo Willems	Clic, clac, muu: vacas escitoras por Dorreen Cronin El cartero simpatico bolsillo por Janet y Alan ahlberg Quigue Duerme fuera de casa por Cynthia Rylant ¿Debería haver zoológicos ? por Tony Stead and Judy Ballester ¡No deces que la paloma conduzca el autobús! Por Mo Willems Pato para presidente por Dorreen Corin El Gran Copoquero: Un cuento de las selva amazonia por Lynne Cherry

Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
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 and Rose Cappelli

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Lesson Planning Resources available online:

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

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

Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Michigan's Mission Impossible K-3 LessonResources
http://www.missionliteracy.com/page79/page80/page82/page82.html

Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm

Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 8. Describe how reasons support specific points the author makes in a text.	Estándares de lectura 8. Describen cómo las razones apoyan los puntos específicos que el autor hace en un texto.
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.	ESTÁNDARES DE 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. From and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). 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). **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Capitalize holidays, product names, and geographic names. b. Use commas in greeting and closing of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage →badge; boy→ boil).	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). 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.). **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** a. Emplean la mayúscula al escribir días festivos, nombres de productos y nombres geográficos. b. Usan dos puntos y aparte en el saludo de una carta; y una coma en la despedida de una carta escrita en español. c. Reconocen que se usa una coma en el saludo y la despedida de una carta en inglés. d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural causan cambios ortograficos (maiz, maices; carácter, caracteres).

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	**Expanding**	**Bridging**
A. Collaborative	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using learned phrases (e.g., *I think X.*), as well as open responses, in order to gain and/or hold the floor.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but X.*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
B. Interpretive	***7. Evaluating language choices*** Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	***7. Evaluating language choices*** Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.	***7. Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.
C. Productive	***10. 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. ***11. Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***10. 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. ***11. Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***10. 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. ***11. Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.
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.