

Second Grade Writing Curriculum Overview

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **10 months**
Status: **Published**

Title Page, Table of Contents, Statement of purpose

Summary of the Course:

This course is designed for second grade students to continue to strengthen their writing utilizing the Fountas & Pinnell Writing Mini Lessons and Interactive Writing frameworks. This curriculum guide is designed to support students in developing a strong foundation for writing multiple types of genres through the New Jersey Student Learning Standards. In each unit, students will explore different aspects of writing, building their skills and stamina. Students will get to know their classmates, establish routines for learning and working together in the classroom. Students will learn the proper use of materials, finding ways to solve problems and use kind words. Students will learn how to write independently as they learn to work together in the classroom. Additionally, students will establish consistent habits and routines to follow during their independent writing. Students will become writers and illustrators by publishing books. Students will notice the decisions writers and illustrators make. The students will try something on their own to mimic what writers and illustrators do. The students will choose powerful words, using dialogue and drawings to create books that are interesting and exciting to read. As they write, students will form letters correctly, spell words in recognizable ways and use conventional grammar and punctuation.

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Unit 1: Working Together in the Classroom

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **2 months**
Status: **Published**

Summary of the Unit

In this unit, students will get to know their classmates, establish routines for learning and working together in the classroom. This unit includes proper use of materials, finding ways to solve problems and use kind words. Students will learn how to write independently as they learn to work together in the classroom.

Enduring Understandings

Successful writers get to know their classmates.

- Successful writers follow proper procedures in the classroom.
- Successful writers do their best work.
- Successful writers take good care of their materials

Essential Questions

How do authors learn the identities of classmates?

- How do authors move from one place to another without disturbing others?
- How do authors take good care of their materials?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation

- Anecdotal Notes

Resources

- F&P Writing Mini Lessons Book, Grade 2
- Online resources available on F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Unit Plan

Topic/ Selection/ Time Frame	General Objectives	Instructional Activities	Benchmark Assessments
Working Together in the classroom 9 days	<ul style="list-style-type: none"> • Learn to value one another's unique identities as part of a community of learners. • Learn to use an appropriate voice level. • Learn to transition from one activity to another in the classroom. • Learn expectations for listening during small or whole group meetings. • Learn to start 	<p>MGT.U1.WML1 (PAGES 98-99)</p> <p>Get to know your classmates.</p> <ul style="list-style-type: none"> • Engage children in conversation about getting to know and appreciate one another. • Share a sketch or photo of yourself sharing some things that make you special. • Guide children to notice what you look like on the outside and the inside. • Invite children to turn and talk to get to know each other. • Summarize the lesson on an anchor chart. <p>MGT.U1.WML2 (PAGES 100-101)</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>working promptly, stay focused and produce high quality work.</p> <ul style="list-style-type: none"> • Find ways to solve problems independently when help is needed. • Learn to take good care of classroom materials and supplies and return them independently. • Learn to use language to facilitate discussion, express opinions and show respect. • Understand that writers get ideas for stories from their own lives. 	<p>Use an appropriate voice level.</p> <ul style="list-style-type: none"> • Talk about the importance of sometimes using a soft voice and sometimes using a loud voice. • Begin a voice level chart to show appropriate voice levels. • Add children’s examples to the chart. • Repeat activity for each voice level. • Invite children to talk with a partner about using appropriate voice levels. • Keep the voice level chart for children to refer to it. <p>MGT.U1.WML3 (PAGES 102-103)</p> <p>Move from one spot to another quickly and silently.</p> <ul style="list-style-type: none"> • Engage students in a demonstration and discussion of how to transition smoothly between activities. • As children discuss what they noticed about transitioning, record their observations on chart paper. <p>MGT.U1.WML4 (pages 104-105)</p> <p>Turn and talk to share your thinking.</p> <ul style="list-style-type: none"> • Show the cover of <i>IRA- First Come the Zebra</i>. • Tell students that sometimes when you write something or read a book, you turn and talk to a partner about your thinking. Have students 	
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turn and talk about interesting parts in IRA- *First Come the Zebra*.

- Model the turn and talk procedure.
- Ask students what they noticed about the way they should turn and talk. Record ideas on chart paper.

MGT.U1.WML5 (pages 106-107)

Listen carefully to each other.

- Briefly revisit a few pages from IRA- *A Weekend with Wendell*.
- As children share, help them focus on how listening helped the friendships.
- Guide the conversation to discuss what a good listener does.

MGT.U1.WML6 (pages 108-109)

Do your best work.

- Prepare four children to demonstrate going to their table, taking out writing materials, starting right away, and staying focused.
- Ask the volunteers to go to the writing area and begin working on their writing.
- Students should observe how the four students stayed focused on their tasks.

MGT.U1.WML7 (pages 110-111)

Find ways to solve problems when you need help.

		<ul style="list-style-type: none"> • Show the cover of IRA- <i>The Old Woman Who Named Things</i> pages 20-29. • Guide students to understand that just like the woman in the story it is important to find ways to solve a problem. <p>MGT.U1.WML8(pages 112-113)</p> <p>Take good care of classroom materials.</p> <ul style="list-style-type: none"> • Show pages of 4-5 in IRA- <i>A Weekend with Wendell</i>. • Have a brief discussion about how Wendell is being careless and making a mess. • Demonstrate to children how to get materials in the classroom. <p>MGT.U1.WML9(pages 114-115)</p> <p>Use kind words.</p> <ul style="list-style-type: none"> • Briefly revisit pages 1-2 and 21 of IRA- <i>This Is Our House</i>. • Have a brief discussion about how using words in a positive way helped George and the children get along better. 	
<p>Getting Ideas for Writing Through Storytelling 2 days</p>	<ul style="list-style-type: none"> • Understand that objects can be the inspiration for story ideas. • Learn the routines for using glue and markers. 	<p>WPS.U1.WML1(pages 454-455)</p> <p>Tell stories about yourself.</p> <ul style="list-style-type: none"> • Display IRA- <i>Pecan Pie Baby</i>. • Discuss that writers are always looking for ideas to write about and that the author of Pecan Pie Baby wrote the book based on her own life. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>WPS.U1. WML 2(pages 456-457)</p> <p>Tell stories that things from your Me Box</p> <ul style="list-style-type: none"> • Tell stories about things from your Me Box. • Prepare a Me Box filled with meaningful objects about yourself. Choose an object and tell a meaningful story about the object. • Using children’s suggestions, model the procedure of using markers and glue in the classroom. 	
<p>Using Drawing and Writing Tools 3 days</p>	<ul style="list-style-type: none"> • Learn to use scissors and staplers safely. • Learn that writers choose the kind of paper to suit the writing they will do • Make books using drawings, and a combination of approximated and conventional writing. 	<p>MGT.U2.WML1(pages 118-119)</p> <p>Take good care of the glue and markers.</p> <ul style="list-style-type: none"> • Using children’s suggestions, model the procedure of using markers and glue in the classroom. <p>MGT.U2.WML2(pages 120-121)</p> <p>Use the scissors and stapler carefully.</p> <ul style="list-style-type: none"> • Model the correct way to use scissors and stapler correctly. <p>MGT.U2.WML3(pages 122-123)</p> <p>Choose your paper.</p> <ul style="list-style-type: none"> • Use paper samples to help children think about choosing paper to achieve their purpose. 	<ul style="list-style-type: none"> • Teacher Observation/Anecdotal Notes • Student Writing Samples
<p>Getting Started With Books 4 days</p>	<ul style="list-style-type: none"> • Understand that it is important to 	<p>GEN.U1.WML1(pages 150-151)</p> <p>Make a book with pictures and words.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing

	<p>include the author's name and the date the book was made.</p> <ul style="list-style-type: none"> • Plan what to put on each page so the pictures and words match. • Understand when a book is finished and when to start another one • Understand that shapes can be used to draw people. 	<ul style="list-style-type: none"> • Guide the conversation to help children notice that the pages in books and pictures go together to tell a story or give information. <p>GEN.U1.WML1(pages 152-153)</p> <p>Write your name and date on your book.</p> <ul style="list-style-type: none"> • Model the process of adding your name and date to the cover of their book. <p>GEN.U1.WML1(pages 154-155)</p> <p>Plan what to tell on each page.</p> <ul style="list-style-type: none"> • Show a prepared story you wrote. Begin a list on chart paper of the planning steps. Help children understand that if they have a lot to tell about something they might need to use or add another page. <p>GEN.U1.WML1(pages 156-157)</p> <p>Decide when your book is finished.</p> <ul style="list-style-type: none"> • Model the thinking process of when to add more to a story or begin another book. 	<p>Samples</p>
<p>Learning to Draw 5 days</p>	<ul style="list-style-type: none"> • Understand that shapes can help show people in different positions. • Learn to draw people in a setting. • Understand 	<p>CFT.U11.WML1 (pages 362-263)</p> <p>Understand that shapes can be used to draw people.</p> <ul style="list-style-type: none"> • Show pages of 12 and 14 of IRA- <i>Big Red Lollipop</i> and show how body parts can be broken down into circles, ovals, rectangles and angles. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>that color in pictures helps the reader understand more about the story.</p> <ul style="list-style-type: none"> • Understand that it is important to draw people consistently on every page. • Choose a book to celebrate and prepare to share it with an audience. 	<p>CFT.U11. WML 2(pages 364-365) Draw people in different positions.</p> <ul style="list-style-type: none"> • Guide the conversation to how illustrators draw some people seated and some standing. • Draw some shapes and have children guide you to finish the drawings. <p>CFT.U11. WML 3(pages 366-367) Draw people in a place.</p> <ul style="list-style-type: none"> • Guide children to notice details in illustrations. • Notice how illustrators use pictures to show characters in a setting. <p>CFT.U11. WML4(pages 368-369) Add color to your picture.</p> <ul style="list-style-type: none"> • Support a conversation about color choice in skin tone, hair, clothing and background. 	
<p>Adding Book and Print Features 1 day</p>	<ul style="list-style-type: none"> • Write a title and illustrate the cover of books. 	<p>WPS.U11.WML1(pages 556-557) Get ready to share the writing you want to celebrate.</p> <ul style="list-style-type: none"> • Display a book that you have prepared ahead of time. Ask children what they notice about why you chose this book. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Establishing Independent Writing 6 days</p>	<ul style="list-style-type: none"> • Learn a routine for beginning independent writing quickly and quietly. • Learn how to work independently 	<p>MGT.U3.WML1(pages 126-127) Get started on your writing quickly and quietly.</p> <ul style="list-style-type: none"> • Invite children to demonstrate the routine for independent writing. • Make a list of guidelines based on the children's 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>and build stamina during independent writing.</p> <ul style="list-style-type: none"> • Learn to keep writing organized within a writing folder. • Understand that writers find it helpful to talk about their writing with another person. • Learn that an audience can provide feedback and new ideas. • Learn the routine of putting materials away at the end of writing time. 	<p>responses.</p> <p>MGT.U3.WML2 (pages 128-129)</p> <p>Write until the end of the writing period.</p> <ul style="list-style-type: none"> • Remind students to refer to the My Ideas for Writing list to help them decide what to write during a writing period. Gradually increase the length of the time for writing. <p>MGT.U3.WML3(pages 130-131)</p> <p>Put your writing in your writing folder.</p> <ul style="list-style-type: none"> • Invite students to demonstrate how to put their writing away in their folder. <p>MGT.U3.WML4(pages 132-133)</p> <p>Engage the students in a short demonstration of a writing conference.</p> <p>MGT.U3.WML5(pages 134-135)</p> <p>Share your writing with an audience.</p> <ul style="list-style-type: none"> • Model strong presentation skills, such as using a strong voice, and making eye contact with the audience. <p>MGT.U3.WML6(pages 136-137)</p> <p>Return your writing materials to the places they belong.</p> <ul style="list-style-type: none"> • Invite children to demonstrate how to pick up their writing materials and put them away. 	
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<p>Introducing Writing Folder Resources 3 days</p>	<ul style="list-style-type: none"> Learn how to keep track of finished writing to reflect on progress across the year. 	<p>MGT.U4.WML1(pages 140-141) List your finished writing.</p> <ul style="list-style-type: none"> Create My Finished Writing Anchor Chart. Guide students to understand that whenever they finish a new piece of writing they should add it to their chart. <p>MGT.U4.WML2 (pages 142-143) Write what you learned from your writing.</p> <ul style="list-style-type: none"> Display a copy of My Words and demonstrate writing words on the chart. <p>MGT.U4.WML3(pages 144-145) Add to your personal word list.</p> <ul style="list-style-type: none"> Display a prepared chart and a copy of My Words fastened inside the writing folder. Direct students' attention to resources in the room to help with spelling. 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples
<p>Writing Poetry 1 day</p>	<ul style="list-style-type: none"> Create a personal poetry anthology to learn about writing poetry. 	<p>GEN.U8.WML1 (pages 224-225) Collect poems in your own poetry book.</p> <ul style="list-style-type: none"> Read and briefly discuss a prepared poem. Uncover a new poem which relates to the original poem. Guide students to understand how the second poem relates to the first poem. 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples
<p>Using Good</p>	<ul style="list-style-type: none"> Follow the 	<p>CNV.U1.WML.1(pages 410-</p>	<ul style="list-style-type: none"> Teacher

<p>Handwriting 3 days</p>	<p>verbal path to form letters efficiently.</p> <ul style="list-style-type: none"> • Use what is known about writing letters to fluently write letters of proportional size in words. • Leave proper spacing between letters, words, and lines. 	<p>411) Write letters clearly.</p> <ul style="list-style-type: none"> • Attach handwriting strips to chart paper. • Write a short sentence or two that includes a combination of short and tall letters. Write the letters clearly, saying the verbal path as you write the letters. Repeat the process with several sentences. <p>CNV.U1.WML.2(pages 412-413) Make letters the right size.</p> <ul style="list-style-type: none"> • Prepare a sentence of chart paper and point to each word. • Support the conversation to help children notice tall, short and letters that sink. <p>CNV.U1.WML.3(pages 414-415) Use good spacing.</p> <ul style="list-style-type: none"> • Show and read page 8 of <i>SR-Side by Side: A True Story</i>. Point under each word as you read. • Guide children to talk about the small space between each letter and the large space between each word. • Write a sentence on chart paper using two fingers to hold the spots between words. 	<p>Observation</p> <ul style="list-style-type: none"> • Anecdotal Notes • Student Writing Samples
<p>Getting Ideas for Writing Through Storytelling</p>	<ul style="list-style-type: none"> • Understand that writers tell stories about things they 	<p>WPS.U1.WML.3(pages 458-459) Tell stories about things you did.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing

<p>2 days</p>	<p>have done.</p> <ul style="list-style-type: none"> • Understand that stories about people and places generate additional ideas for stories. 	<ul style="list-style-type: none"> • Revisit pages 17-20 from IRA- <i>Two Mrs. Gibsons</i>. • Read the author’s note at the end of the book. Help children understand that the author used ideas from her own life when writing this book. • Tell a story about something from your own life that you could write a story about. <p>WPS.U1.WML.4(pages 460-461)</p> <p>Tell stories about people and places you don’t want to forget.</p> <ul style="list-style-type: none"> • Revisit page 22 from IRA- <i>Roses for Gita</i> and read the author’s biography on the back cover. • Revisit pages 25-26 of IRA- <i>The Have a Good Day Cafe</i> and read the note about the author on the inside front cover. • Guide children to notice that the authors got their ideas for writing from people, places in their lives. that they wanted to remember 	<p>Samples</p>
<p>Making Memory Books 5 days</p>	<ul style="list-style-type: none"> • Understand that writers write stories based on small moments or memories that are important to them. • Tell the important events in a story orally to 	<p>GEN.U2.WML1(pages 160-161)</p> <p>Choose a small moment or memory that is important to you.</p> <ul style="list-style-type: none"> • Use familiar stories to demonstrate that authors write stories to tell about their own memories. • Help children focus their 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>an audience.</p> <ul style="list-style-type: none"> • Understand that the pictures and writing in a story occur in chronological order • Understand that pictures and words can show feelings. • Write in a way that shows the importance of a story. 	<p>memories on one small moment instead of one long event.</p> <ul style="list-style-type: none"> • Show the cover of <i>IRA- Big Red Lollipop</i> and revisit pages 10-15. Guide children to understand that the author chose to write about small moments. <p>GEN.U2.WML2 (pages 162-163) Tell the story you remember</p> <ul style="list-style-type: none"> • Show and read page 16 in <i>IRA- I Love Saturdays y domingos.</i> • Guide the children to notice that Grandpa is telling stories aloud about his memories. <p>GEN.U2.WML3(pages 164-165) Draw and write your story in order it happened.</p> <ul style="list-style-type: none"> • Write and sketch a story about a small moment in your own life in sequential order. • Engage children in a conversation about the sequence of vents in books from beginning, middle and end of a story. • Repeat with stories -<i>IRA- Mango, Abuela, and Me</i> and <i>IRA- The Art Lesson.</i> 	
<p>Adding Dialogue to Writing 3 days</p>	<ul style="list-style-type: none"> • Use speech bubbles to show talking and thought bubbles to show thinking. • Understand 	<p>CFT.U4.WML1(pages 290-291) Show talking with speech bubbles and show thinking with thought bubbles.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>that dialogue adds meaning and interest to a story</p> <ul style="list-style-type: none"> • Understand that dialogue is often broken up with narration or action. 	<ul style="list-style-type: none"> • Show the cover of IRA- <i>Pecan Pie Baby</i> and IRA- <i>Horace and Morris and Mostly Dolores</i> and show pages with speech bubbles. • Mention to students that speech bubbles and thought bubbles can be drawn in different ways. <p>CFT.U4.WML2(pages 292-293)</p> <p>Add talking to make your writing more interesting.</p> <ul style="list-style-type: none"> • Show IRA- <i>Super-Completely</i> and <i>Totally The Messiest</i> and read page 4. Place sticky note on anchor chart labeled Adds drama. • Show IRA- <i>Pecan Pie</i> page 3 and add sticky note on anchor chart for Moves Story Forward. <p>CFT.U4.WML3(pages 294-295)</p> <p>Include action with talking in your writing.</p> <ul style="list-style-type: none"> • Show <i>Mango, Abuela, and Me</i>. Read pages 21-22. Briefly discuss why authors include action with dialogue in their stories. 	
<p>Learning How To Write Words 5 days</p>	<ul style="list-style-type: none"> • Say a word slowly to listen for all the sounds in sequence. • Clap syllables 	<p>CNV.U2.WML2 (pages 420-421)</p> <p>Break words into syllables to write them.</p> <ul style="list-style-type: none"> • Display a picture card of a three syllable word and 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>and listen for the sounds to assist in writing unfamiliar words.</p> <ul style="list-style-type: none"> • Understand that every syllable has at least one vowel. • Use knowledge of known words to write unknown words. • Write known high frequency words quickly and accurately. 	<p>place it in a pocket chart.</p> <ul style="list-style-type: none"> • Demonstrate saying and clapping the word. • Record the letters for the first syllable on a word card. Repeat this process for all the syllables. <p>CNV.U2.WML2 (pages 422-423)</p> <p>Every syllable has at least one vowel.</p> <ul style="list-style-type: none"> • Write the vowels on chart paper. Write three multisyllabic words on the chart. Place a line between syllables • Highlight the vowel in each syllable. Repeat this process with other words. <p>CNV.U2.WML3 (pages 424-425)</p> <p>Use what you know about words to write new words.</p> <ul style="list-style-type: none"> • Write the word night on chart paper. Write the word might on the chart directly below night. Point under the letters as you guide children to understand that you used what you knew about letters and words to write new words. <p>CNV.U2.WML4 (pages 426-427)</p> <p>Write words that you know quickly.</p> <ul style="list-style-type: none"> • Help children to choose a class memory to write about together. Stop 	
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		<p>before writing a high frequency word.</p> <p>WPS.U12.WML1(pages 566-567)</p> <p>Get ready to share the writing you want to celebrate.</p> <ul style="list-style-type: none"> • Display the example book you have prepared. Ask children why they think you chose this book to share. 	
<p>Celebrating Writing 3 days</p>	<ul style="list-style-type: none"> • Choose a book to celebrate and prepare to share it with an audience • Identify and celebrate trying new writing techniques. • Learn a variety of ways to publish writing. 	<p>WPS.U12.WML1(pages 566-567)</p> <p>Get ready to share the writing you want to celebrate.</p> <ul style="list-style-type: none"> • Display the example book you have prepared. Ask children why they think you chose this book to share. <p>WPS.U12.WML2(pages 568-569)</p> <p>Celebrate something you tried.</p> <ul style="list-style-type: none"> • Display one of the examples of children’s work that you selected before class. Continue sharing examples of new techniques the children have tried in their writing and illustrating. <p>WPS.U12.WML3(pages 570-571)</p> <p>Publish your writing in different ways.</p> <ul style="list-style-type: none"> • Display a typed and printed book that you have prepared. Draw attention to the cover. • Ask children what they notice about the book you 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

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ELA.L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.2.1.A	Follow agreed-upon norms 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).

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 2: Genres and Forms

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **2 months**

Status: **Published**

Summary of the Unit

In this unit, students will become writers and illustrators. Students will recognize there are words/pictures on every page of a book. This unit includes proper ways to become an author and illustrator. Students will learn how to publish a book by telling different things in their books.

Enduring Understandings

Successful writers make books with words and/or pictures.

- Successful writers match the pictures with the words in chronological order.
- Successful writers tell the important events in a story orally to an audience.
- Successful writers know when to end a story and begin another one.

Essential Questions

How do authors get ideas for their books?

- How do authors get ideas for their illustrations?
- How do authors get the confidence to share their story in front of an audience?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal Notes

Resources

- F&P Writing Mini Lessons Book, Grade 2
- Online resources available on F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Unit Plan

Topic Selection /Time Frame	General Objectives	Instructional Activities	Benchmarks/Assessment/Resources
Reading Like a Writer and Illustrator 3 Days	<ul style="list-style-type: none"> • Read familiar books and notice crafting decisions writers make. • Study illustrations from familiar books and notice the craft decisions that the illustrator makes. • Choose crafting decisions of writers and illustrators to try out when making books. 	<p>CFT.U1.WML1-Notice the decisions writers make. (Pages 264-265)</p> <ul style="list-style-type: none"> • Show IRA- <i>Pecan Pie Baby</i> and read pages with text separated out from the rest such as pages 1 and 4. • Record children's responses on chart paper. Save chart for WML3. Discuss other decisions in a similar manner with a few more familiar books. • CFT.U1.WML2-Notice the decisions illustrators make. (Pages 266-267) 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<ul style="list-style-type: none"> • Show the cover of IRA- <i>Pecan Pie Baby</i> and read the title. Show illustrations of Gia’s bedroom. Ask why the illustrator decided to illustrate the bedroom this way? • Record children’s responses on chart paper. Save chart for WML3. Show the cover of IRA- <i>Big Red Lollipop</i>. • Show a page with thought bubbles. Ask why the illustrator decided to use thought bubbles? <p>CFT.U1.WML3-Try something you notice writers and illustrators do. (Pages 268-269)</p> <ul style="list-style-type: none"> • Display the charts from WML1 and WML2. Ask what decisions do you remember seeing in books? Have children think about how they will use illustrations in their own writing 	
<p>Writing Poetry 1 Day</p>	<p>Notice the characteristics of poems and try writing one</p>	<p>WML2 GEN.U8WML2-Poems look and sound different from other types of writing. (Pages 226-227)</p> <ul style="list-style-type: none"> • Show and read pages 13 and 15 from IRA- <i>The Bugliest Bug</i>. Ask children what they notice about how the poetic language looks (sounds). • Guide the conversation to help children notice some characteristics of 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>poetry. Repeat with other examples: *IRA- <i>The Pot the Juan Built</i> p.5</p>	
<p>Learning About My First Writer's Notebook 5 days</p>	<ul style="list-style-type: none"> • Understand that writers use a notebook to collect ideas and writing. • Create a heart map filled with important pieces of one's identify for the purpose of inspiring writing ideas • Use a writer's notebook to experiment with an idea for writing • Understand that a writer's notebook is used to collect artifacts to inspire writing ideas. 	<p>WPS.U2.WML1-pages 464-465</p> <p>Collect ideas and writing in writing in your writer's notebook</p> <ul style="list-style-type: none"> • Show cover of your own writer's notebook and share ideas you have collected. • Engage children in discussion about the purpose of the writer's notebook. <p>WPS.U2.WML1-Make a heart map for ideas. pages 466-467</p> <ul style="list-style-type: none"> • Display a large heart drawn on chart paper. • Think aloud as you add authentic elements about yourself to the heart map. • Encourage children to create their own heart map <p>WPS.U2.WML3 Try out new ideas in your writer's notebook-pages 468-469</p> <ul style="list-style-type: none"> • Display blank chart paper and write people on the blank chart. • Think aloud add important people from 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>your life to the chart.</p> <ul style="list-style-type: none"> • Encourage children to repeat this process with more categories. <p>WPS.U2.WML1- Collect and write about important things in your writer's notebook. pages 470-471</p> <ul style="list-style-type: none"> • Demonstrate how to collect information about important moments from your life to add to the writer's notebook. 	
<p>Rehearsing Your Writing</p> <p>1 Day</p>	<p>Learn a process for rehearsing language before writing</p>	<p>WPS.U7.WML1 - Say your story before you write it. (Pages 510-511).</p> <ul style="list-style-type: none"> • Model telling a story to hear how it sounds. • Engage children in a discussion about what they notice. • Tell a brief story about a personal experience. • Write a story on chart paper, revising the story as necessary. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Exploring Different Ways Authors Start Books</p> <p>6 Days</p>	<ul style="list-style-type: none"> • Understand that writers can begin a book with someone talking. • Understand that writers can begin a book with a feeling. • Understand that writers can begin a book with a description of the setting. Understand that writers can begin a book with a question. 	<p>CFT.U5.WML1 - Start your writing with talking. (Pages 298-299).</p> <ul style="list-style-type: none"> • Ahead of time prepare a simple, short piece of writing on chart paper. • Show the cover of IRA- <i>Pecan Pie Baby</i> and read the first page. • Guide the conversation to help children recognize that Gia and her mom are talking. • Repeat the activity using IRA-<i>Bill and</i> 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<ul style="list-style-type: none"> • Understand that writers can begin a book with an interesting fact. • Understand that writers can begin a book with a sound word 	<p><i>Pete Go Down the Nile.</i></p> <p>CFT.U5.WML2 - Start your writing with a feeling. (Pages-300-301)</p> <ul style="list-style-type: none"> • Show the cover and read page 1 of IRA- <i>Big Red Lollipop.</i> • Guide the conversation to help children recognize that the book begins with the reader learning that a girl is excited about something as she runs home from school. • Help them understand that the reader wants to keep reading to learn why the girls are so excited. • Repeat the activity using IRA- <i>When Lightning Comes in a Jar.</i> <p>CFT.U5.WML3 - Start your writing by describing the setting. (Pages-302-303).</p> <ul style="list-style-type: none"> • Show the cover and read page 1 of IRA- <i>Strega Nona.</i> • Guide the conversation to help children recognize that the book begins with a description of the time and place in which Strega Nona lived. • Help them understand that this is a fictional fairy tale. • Repeat the activity using IRA-The Cactus Hotel. <p>CFT.U5.WML4 - Start your writing with a</p>	
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question. (Pages-304-305)

- Show the cover and read page 1 of IRA- *The Bugliest Bug*.
- Guide the conversation to help children recognize that the author wrote questions.
- Help them notice that the questions make a rhyme and that they show that the reader might be learning about different bugs.
- Repeat the activity using IRA- *Bugs for Lunch*.

CFT.U5.WML5 - Start your writing with an interesting fact. (Pages-306-307)

- Read the first pages of several books that begin with an interesting fact, for example page 1 of IRA-*Think of an Eel*, page 4 of IRA- *Bugs A to Z*, and page 2 of SR- *Night of the Ghost Crab*.
- Guide the conversation to help children recognize that each book begins with an interesting fact.
- Help them notice that sound words might be good in non-fiction books.

CFT.U5.WML6 - Start your writing with a sound word. (Pages-308-309).

- Show the cover and read page 1 of SR-

		<p><i>Inside a Cow.</i> Emphasize the sound words, “Crunch. Crunch. Crunch.”</p> <ul style="list-style-type: none"> • Guide the conversation to help children talk about the different examples of using sound words to begin a book. 	
<p>Adding Information to Your Writing</p> <p>6 Days</p>	<ul style="list-style-type: none"> • Learn a variety of tools, including caret marks, sticky notes, spider legs, numbered items, and asterisks, for revising writing by adding information • Learn to revise drawings by adding details. • Learn to revise writing by adding adjectives and adverbs or descriptive phrases. • Understand that writers use connecting words (e.g., and, but, so, because, before, after) to add information to improve their writing. • Understand that authors slow down the action in their stories by adding details. • Add words, phrases or sentences to 	<p>WPS.U8.WML1 - Use different tools to add to your writing. (Pages 518-519.)</p> <ul style="list-style-type: none"> • Show the cover of a book you have prepared. • Show a page from your book that shows one tool for adding to writing (e.g., a caret). • Show a page that demonstrates another tool. e.g., a strip of paper. • Continue in a similar manner to teach other ways to make revising easier. <p>WPS.U8.WML2- Add details to your writing. (Pages 520-521)</p> <ul style="list-style-type: none"> • Use a familiar book to engage them in a discussion about details in illustrations. Show the cover of IRA- <i>The Art Lesson</i> and read the title. • Record details on chart paper. Model quickly adding detail to an illustration. <p>WPS.U8.WML3- Add describing words or phrases to help the reader picture the ideas. (Pages 522-523)</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

help the reader understand the topic.

- Show the cover of IRA- *The Two Mrs. Gibsons*.
- Read pages 5 -6 and ask what words did the author use to describe her.
- Continue the lesson with the cover of IRA- *Salmon Stream* and read pages 11-12.

WPS.U8.WML4- Use connecting words to add more information to your writing. (Pages 524-525)

- Show the cover of IRA- *Cactus Hotel* and read the title. Display page 13 and read the third sentence aloud.
- Point to the word *and*.
- Display page 9 and read sentences 2 and 3. Point out the word *but*.
- Continue in a similar manner with a couple of other examples of connecting words.

WPS.U8.WML5- Add details to slow down an exciting or important part of the story. (Pages 526-527)

- Show the cover of IRA- *Bill and Pete* and read the title.
- Discuss the most important part of the story.
- Read pages 17 - 19.
- Ask if we found out right away what happened to him?

WPS.U8.WML6- Add

		<p>information to help the reader understand the topic.</p> <p>(Pages 528-529)</p> <ul style="list-style-type: none"> • Display the prepared text. • Read the text aloud and think about the information you could add to help the reader understand the topic. 	
<p>Learning About Punctuation</p> <p>5 Days</p>	<ul style="list-style-type: none"> • Use periods, exclamation marks, and question marks to end sentences. • Use quotation marks to show dialogue. • Use commas to separate items in a series. • Use an ellipsis to show a pause or build excitement in a writing piece. 	<p>CNV.U3.WML1- Use Punctuation to end a sentence. (Pages 430 - 431)</p> <ul style="list-style-type: none"> • Show page 4 of <i>SR- Paws and Claws</i> • Discuss what is at the end of the sentences. • Guide the conversation, help them recognize that the period shows the end of a sentence • Repeat the activity with question marks, page 16 and exclamation points, page 3. <p>CNV.U3.WML2- Use quotation marks to show what someone said. (Pages 430 - 431)</p> <ul style="list-style-type: none"> • Prior to the lesson, children should have explored using dialogue in their writing. • Show project page 1 of IRA- <i>When Lightning Comes in a Jar</i>. <p>CNV.U3.WML3- Use commas to separate words in a list. (Pages 432 - 433)</p> <ul style="list-style-type: none"> • Show page 4 of SR- 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p><i>Busy Beavers.</i></p> <ul style="list-style-type: none"> • Point out commas. Read and show page 30 of <i>IRA-When Lightning Comes in a Jar</i>, discuss how the sentence is punctuated. <p>CNV.U3.WML4- Use an apostrophe to show something belongs to someone.</p> <p>(Pages 436 - 437)</p> <ul style="list-style-type: none"> • Show and read page 7 <i>SR-Paws and Claws.</i> • Guide the children to notice the apostrophe that shows possession. • On chart paper make a two column chart. On one side, write the word paws, and on the other side write the paws belong to the polar bear. <p>CNV.U3.WML5- Use an ellipsis to show a pause or build excitement.</p> <p>(Pages 438 - 439)</p> <ul style="list-style-type: none"> • Show page 10 of <i>SR-A Raindrop's Journey.</i> • Read the sentence with the ellipsis and help children notice the ellipsis and how you paused before you read the words after it. 	
<p>Celebrating Writing</p> <p>1 Day</p>	<ul style="list-style-type: none"> • Choose a book to celebrate and prepare to share it with an audience. 	<p>WPS.U12.WML1 - Get ready to share the writing you want to celebrate.</p> <p>(Pages 566 - 567)</p> <ul style="list-style-type: none"> • Display the example book that you 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>prepared.</p> <ul style="list-style-type: none"> • See example on page 566. 	
<p>Writing Poetry</p> <p>1 Day</p>	<ul style="list-style-type: none"> • Understand that some poems rhyme and some do not. 	<p>GEN.U8.WML 3 - Some poems rhyme and some do not. (Pages 228 -229)</p> <ul style="list-style-type: none"> • Use examples of both rhyming and non-rhyming poetry to help children understand that some poems rhyme and some do not. • Have two sticky notes available titled: Rhyme & No Rhyme • Reread the poems and guide the children to recognize the rhyming words. Place the Rhyme note by the words that rhyme. • Read the non-rhyming poem and guide children to recognize that there are no rhyming words. Add a sticky No Rhyme note near the non-rhyming poem. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Gathering Ideas for Informational Writing</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Make a list of wonders to gather ideas for writing • Make a list of topics to inspire writing ideas. • Explore a topic to decide whether to write about. • Use sketching to generate ideas for 	<p>WPS.U3.WML 1 - Make a list of wonderings. (Pages 476-477)</p> <ul style="list-style-type: none"> • Tell children something you wonder about. • Record wonderings on chart paper. <p>WPS.U3.WML 2 - Make a list of topics you know about. (Pages 478-479)</p> <ul style="list-style-type: none"> • Display the prepared 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	informational writing.	<p>list of topics you know about.</p> <ul style="list-style-type: none">• Make a list of topics the children know as a class.• Record responses on chart paper. <p>WPS.U3.WML 3 - Explore a topic to find out if you want to write about it. (Pages 480-481)</p> <ul style="list-style-type: none">• Students may ask and answer questions of an expert speaker on the plants and animals in the local environment.• Show the chart from WML2. Use that information to decide if you want to write about it.• Make a two-column chart. Label one of the columns What You Think You Know.• Label the other column What You Want to Find Out.• Fill in the charts.• If there is not enough information on the topic, it may not be a good topic to write about and another one should be chosen.• Climate Change Example: Students may compose informative/explanatory texts about how local plants and animals adapt to the changing weather in different seasons. <p>WPS.U3.WML 4 - Sketch an object from nature. (Pages 482-483)</p>	
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		<ul style="list-style-type: none"> • Show the sketch you prepared of an object from nature. • Discuss what you sketched and invite children to share their thoughts. 	
Rehearsing Your Writing 1 Day	<ul style="list-style-type: none"> • Learn a process for putting new information in one's own words before writing it down. 	WPS.U7.WML2 - Say what you learned in your own words. (Pages 512 - 513) <ul style="list-style-type: none"> • Read aloud a page or two from the book you choose. • Say what you learned in your own words. • Write the informational piece in your own words on chart paper. Read it aloud. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Making All-About Books 5 Days	<ul style="list-style-type: none"> • Identify the characteristics of an all-about book (informational text) and select a topic for an all-about book. • Learn how to use a web to organize and plan an all-about book. • Gather information about the topic and take brief, concise notes. • Learn how to move from planning to writing. • Use mentor texts to learn ways to get readers interested in a 	GEN.U3.WML1 - Make an all-about book. (Pages 172-173) <ul style="list-style-type: none"> • Show the cover of SR- <i>Busy Beavers</i> and read the title. • Show the cover of SR- <i>Frogs and Bugs A-Z</i>. • Discuss the topics of the book. Explain that they are all-about books. GEN.U3.WML2 - Plan an all-about book. (Pages 174-175) <p>*Save this web for the next WML.</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>Busy Beavers</i> and the web from WML2. • Discuss what an expert is. Children will become experts by researching their topic 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>topic.</p> <ul style="list-style-type: none">•	<p>using a variety of resources and adding information below the web.</p> <p>GEN.U3.WML3 – Gather information about the topic and take brief, concise notes. (pages 176-177)</p> <ul style="list-style-type: none">• Show the cover of SR <i>Busy Beavers</i> and turn to page 2• Read aloud ask students how you gathered information about beavers. <p>GEN.U3.WML4 - Use your plan to write your book. (Pages 178-179)</p> <p>Show the chart form WML3</p> <ul style="list-style-type: none">• Get ready to write the book using the web as a guide.• Begin writing about beaver lodges on chart paper, reading aloud as you write. <p>GEN.U3.WML5 - Think about how to get your reader interested in your topic. (Pages 180-181)</p> <ul style="list-style-type: none">• Show the cover of Bugs for IRA- <i>Lunch</i> and read the title. Read the first page.• Show the cover of SR- <i>Busy Beavers</i>, and read the title.• Read page 7 and read the text in the speech bubble.• Discuss how the author made the book	
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		<p>interesting</p> <ul style="list-style-type: none"> • Show pages 12 - 13 of SR- <i>Busy Beavers</i>, point and read the sound words, “Crack!” and “Splash!”. • Add responses to the chart on how the author got the reader interested 	
<p>Using Text Features in Nonfiction Writing</p> <p>2 Days</p>	<ul style="list-style-type: none"> • Write headings that tell the reader what to expect from sections of text. • Understand that writers include a table of contents as an organizational tool for the reader. 	<p>CFT.U9.WML1 - Use headings to tell what a part is about. (Pages 342 -343)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>The Moon Book</i> and read the title. Read page 13 and point to the heading. • Turn to page 16 and ask a volunteer to read the heading aloud. • Discuss how the heading is sometimes in a different color or size. <p>CFT.U9.WML2 - Use headings to tell what a part is about. (Pages 344 -345)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>Amazing Nests</i> and display the table of contents. • Point to each element as you read it. • Display a class written non fiction book. • Develop a table of contents for that book. • Add page numbers. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Expanding Nonfiction Writing</p>	<ul style="list-style-type: none"> • Use specific details to tell more about a topic. • Use descriptive details to create 	<p>CFT.U10.WML1 - Give examples for your ideas. (Pages 352-353)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>Frogs</i> and read 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

<p>4 Days</p>	<p>a picture for the reader.</p> <ul style="list-style-type: none"> • Compare and contrast one thing with another to provide more information to the reader. • Use details from personal experience to explain more about a topic. 	<p>the title.</p> <ul style="list-style-type: none"> • Read the excerpt and discuss the examples that help you understand text. <p>CFT.U10.WML2 - Use words to give the reader a picture. (Pages 354-355)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>A Raindrop's Journey</i>. • Discuss what the author does to help the reader picture what is happening. <p>CFT.U10.WML3 - Tell how two things are the same or different. (Pages 356-357)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>The Perfect Beak</i>. • Discuss what the author did to teach the reader about the topic. • Add responses to the chart. • Repeat the process with more texts such as <i>SR-The Amazing Seahorse and Frogs</i>. <p>CFT.U10.WML4 - Tell about an experience from your life to teach more about a topic. (Pages 358-359)</p> <ul style="list-style-type: none"> • Display the first writing sample on chart paper. • Discuss what is done to provide information about the topic. 	
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<p>Using Illustrations and Graphics in Nonfiction Writing</p> <p>2-5 Days</p>	<ul style="list-style-type: none"> • Understand that photographs make books interesting and help readers understand more about a topic. • Use other illustrators' pictures to get ideas for adding details to drawings. • Learn how to draw diagrams to give information. • Use close-ups to magnify one part of a bigger picture. • Use maps and legends to provide more information to the reader. 	<p>CFT.U13.WML1 - Use photographs in your nonfiction book. (Pages 386 – 387)</p> <ul style="list-style-type: none"> • Discuss that authors use photographs in nonfiction books to help readers learn more about the topic of the book. <p>CFT.U13.WML2 - Look at pictures in books and try to include some of the same details. (Pages 388 - 389)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>The Amazing Seahorse</i> and read the title. Show page 15. • Think aloud as you try to replicate the details shown in the photograph <p>CFT.U13.WML3 - Draw diagrams to give information. (Pages 390 - 391)</p> <ul style="list-style-type: none"> • Display the cover of SR- <i>Busy Beavers</i> and read the title. Show page 5 • Discuss what you notice about the illustration • Repeat the activity with SR- <i>Eaglets in the Nest</i>, page 8, and SR- <i>A Raindrop's Journey</i>, page 15. • Discuss how a diagram makes it easier to understand a complicated idea. <p>CFT.U13.WML4 - Use close-ups to show details from a bigger picture.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Sample
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		<p>(Pages 392 - 393)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>The Amazing Seahorse</i> and read the title. Show page 14. • Discuss how close-ups help the reader see one part of the picture in more detail. <p>CFT.U13.WML5 - Use maps and legends to provide more information to the reader. (Pages 394 - 395)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>Eaglets in the Nest</i>. Turn to page 2 and show the map. • Discuss that the map shows where the bald eagle lives in the world. • Show a map of the local area that was prepared prior to the lesson. • Add a legend to the map. • Help children understand that the legend gives information about what is shown in the map. 	
<p>Exploring Different Ways Authors End Books</p> <p>4 Days</p>	<ul style="list-style-type: none"> • Understand that writers can end their books with a feeling. • Understand that writers can end their books by talking. • Understand that writers can end their books with a call to action. • Understand that 	<p>CFT.U6.WML1 - End your book with a feeling. (Pages 312 - 313)</p> <ul style="list-style-type: none"> • Ahead of time, select a writing sample that can be displayed on chart paper. • Guide the conversation to help children recognize and name the type of ending chosen by the author. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

writers can end their books by telling what they learned or how they changed.

CFT.U6.WML2 - End your book with talking. (Pages 314 - 315)

- Show the cover and read the last page of text in IRA- *Something Beautiful*.
- Guide the conversation to help children recognize and name the type of ending chosen by the author.

CFT.U6.WML3 - End your book with a call to action. (Pages 316 - 317)

- Show the cover and read the last page of text in IRA- *First Come the Zebra*.
- Guide the conversation to help children recognize and name the type of ending chosen by the author.

CFT.U6.WML4 - End your book by telling what you learned or how you changed.

(Pages 318 - 319)

- Show the cover and read the ending of IRA- *The Two Mrs. Gibsons*.
- Guide the conversation to help children recognize that the ending shows how the girl, who is the author, learned a lesson about families when she was young.
- Discuss how sometimes a story ends with something the writer learned or a way that the writer

		changed.	
Revising to Focus and Organize Writing 1 Day	<ul style="list-style-type: none"> Identify the important ideas and take out information that does not tell about them. 	<p>WPS.U9.WML1 - Take out information that does not tell about the important ideas. (Pages 532 - 533)</p> <ul style="list-style-type: none"> Show the cover of IRA- <i>Cats</i> and read the title and page 16 aloud. Discuss that all the information on the page tells about an idea. 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples
Using Capital Letters 4 Days	<ul style="list-style-type: none"> Understand that names begin with capital letter Understand that the pronoun I is always capitalized. Understand that a sentence begins with a capital letter. <p>Understand that writers capitalize the first word and the important words in a title.</p>	<p>CNV.U4.WML1 - Capitalize the first letter of a name. (Pages 442 -443)</p> <ul style="list-style-type: none"> Show Page 13 of IRA- <i>Animals with Jobs</i> and read aloud. Discuss what words are capitalized. <p>CNV.U4.WML2 - Capitalize the word I. (Pages 444 -445)</p> <ul style="list-style-type: none"> Show the cover of SR- <i>Weather Watch</i> and read the title and subtitle. Display page 2 and discuss why the letter I is capitalized in two places. <p>CNV.U4.WML3- Capitalize the first letter of the first word in a sentence. (Pages 446 -447)</p> <ul style="list-style-type: none"> Show the cover of SR- <i>Fur, Feathers, and More</i> and read the title. Read aloud page 12 and point out the 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples

		<p>letters of each line.</p> <ul style="list-style-type: none"> • Discuss that each sentence begins with a capital letter. • Explain if there were no periods or capital letters, readers would not know where one idea ends and the next begins. The writing can be very confusing to read. 	
<p>Celebrate Writing 3 days</p>	<ul style="list-style-type: none"> • Choose a book to celebrate and prepare to share it with an audience. • Celebrate something new you tried. 	<p>WPS.U12.WML1 - Get ready to share the writing you want to celebrate. (Pages 566 - 567)</p> <ul style="list-style-type: none"> • Display the example book that you prepared. • Discuss what shared time looks like and sounds like as an audience member. <p>WPs.U12.WML2 Identify and celebrate trying new writing techniques. (pages 568-569)</p> <ul style="list-style-type: none"> • Display one of the examples of children’s work and continue sharing examples of techniques children have tried in their writing and illustrating. <p>WPS.U12.WML3 Celebrating Writing (pages 570-572)</p> <ul style="list-style-type: none"> • Display the typed and printed book that you have prepared. Draw attention to the cover. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<ul style="list-style-type: none"> • Display a published poem and have students discuss different ways writing is published. 	
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ELA.L.WF.2.2.A.v	Contractions (we'll; I'm; they've; don't).
ELA.L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.2.1.B	Compare formal and informal uses of English.
ELA.L.VL.2.2.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELA.L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Climate Change Activity

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information and convey ideas and information. 🌱
Climate Change Example: Students may compose informative/explanatory texts about how local plants and animals adapt to the changing weather in different seasons.
- SL.PE.2.1. 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 norms 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).
Climate Change Example: Students may ask and answer questions of an expert speaker on the plants and animals in the local environment in order to clarify comprehension, gather additional information, or deepen their understanding of topics or issues.

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

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3: Craft

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **2 months**

Status: **Published**

Summary of the Unit

In this unit students will notice the decisions writers make, and notice the decisions illustrators make. The

students will try something on their own to mimic what writers and illustrators do. The students will choose

powerful words, using dialogue and drawings to create books that are interesting and exciting to read.

Enduring Understandings

Successful writers read familiar books and notice the craft decisions writers make.

- Successful writers study illustrations from familiar books and notice the craft decisions illustrators make.
- Successful writers study character's dialogue and add it to their writing.

Essential Questions

How do authors decide what they want to write about?

- How do authors make decisions about illustrations?
- How do authors decide what characters should say and do?

Summative Assessment and/or Summative Criteria

- Student writing samples

- Teacher observation
- Anecdotal Notes

Resources

- F&P Writing Mini Lessons Book, Grade 2
- Online resources available on F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Writing Friendly Letters 3 Days	<ul style="list-style-type: none"> • Understand that different types of letters have different purposes, audiences, and tones. • Understand and write parts of a letter including the dates, greeting {salutation}, closing, signature and sometimes a P.S. • Understand and write the important information in a letter. 	<p>GEN.U7.WML1 - Write a letter to someone for a reason. (Pages 216 - 217)</p> <ul style="list-style-type: none"> • Ahead of time, prepare a sample traditional friendly letter on chart paper. • Show and read aloud the letter. Discuss what they notice about the letter. • Show text examples of a variety of friendly letters. • Invitation: IRA- <i>Wanda's Roses</i> p. 19 • Note: IRA- <i>A Weekend with Wendell</i> p. 18 • Letter: IRA- <i>Home at Last</i> p. 15-16 • Invite children to turn and talk to a partner about an idea they have for writing a letter. • Remind them to use 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

this principle in their writing of friendly letters. LA.SL.2.6

- Message: IRA-Comet's *Nine Lives* p. 9, 25

GEN.U7.WML2 - Write the parts of a letter. (Pages 218 - 219)

- Ahead of time, prepare a sample friendly letter on chart paper to share your thoughts about a familiar book.
- Include the date, greeting {salutation}, closing, signature and a P.S.
- Read all parts of the letter.
- Guide the conversation to help children notice that the letter is like a conversation and is written by you, to the children.
- After a time of discussion, have children point out the important parts of the letter.

GEN.U7.WML3 - Write the important information in your letter. (Pages 220 - 221)

- Ahead of time, prepare a sample friendly letter on chart paper to share your thoughts about a familiar book.
- Show and read a sample letter from IRA-

		<p><i>Wanda's Roses</i>, p. 19.</p> <ul style="list-style-type: none"> • Discuss what information Wanda included. • Guide the children to notice that this is an invitation, and it includes important information. 	
<p>Gathering Ideas for Memory Writing 3 Days</p>	<ul style="list-style-type: none"> • Understand that a web can help generate ideas for a story. • Create a map of a special place to generate ideas. • Use sketching to generate ideas about a memorable experience. 	<p>WPS.U4.WML1 - Make a web of favorite memories. (Pages 486-487)</p> <ul style="list-style-type: none"> • Show IRA-<i>Nana Upstairs & Nana Downstairs</i> and IRA-<i>The Art Lesson</i> • Model building a web, adding to it as you think aloud. • Write a brief description of several memories in the center circle. • Invite children to turn and talk to a partner about how they can make a web of favorite memories. • Remind them to use this principle when making a memory webs. • Continue to build webs together, adding holidays, pets, friends, or school. <p>WPS.U4.WML2 - Make a map of an important place and think about the stories that took place there. (Pages 488-489)</p> <ul style="list-style-type: none"> • Hold up your writer's notebook. • Affix your hand-drawn map to chart paper. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<ul style="list-style-type: none"> • Point to a specific place on the maps you think aloud about the fond memories they help you recall. <p>WPS.U4.WML3 - Sketch a favorite memory. (Pages 490-491)</p> <ul style="list-style-type: none"> • Show an ideas page from your writer's notebook. • Begin sketching as you think aloud about a memory. • Ask children what they notice about how you talked about and what was sketched. 	
Making Memory Books 5 Days		<p>This is a Revisit Lesson. See: GEN.U2.WML1 - Choose a small moment or memory that is important to you. (Pages 160 - 169)</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Adding Information to Illustrations 5 Days	<ul style="list-style-type: none"> • Draw characters' faces and bodies to reflect how characters are feeling. • Add colors to drawings to convey a certain tone or feeling to the pictures. • Add motion or sound lines to show something moving or making noise in a picture. • Add specific details to drawings to give information 	<p>CFT.U12.WML1 - Add information to show how a person feels. (Pages 374 - 375)</p> <ul style="list-style-type: none"> • Show the cover IRA of <i>Those Shoes</i> and read the cover. • Discuss the feelings the children get when they look at the picture. • Repeat the process with the illustration of Jeremy and his grandmother on pages 11-12. • Repeat the process with <i>IRA-The Empty Pot</i>, using page 20. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

about the people or places in the story.

CFT.U12.WML2 - Use colors to show a feeling. (Pages 376 – 377)

- Show the cover of IRA- *Something Beautiful*, read and show pages 1-4.
- Add noticings to the chart.
- Repeat the process with the last two pages of IRA-*Last Stop on Market Street*, pages 17-18.

CFT.U12.WML3 - Draw motion or sound lines to show something moving or making noise. (Pages 378 - 379)

- Show pages 7 -8 of IRA- *Pecan Pie Baby*.
- Discuss why the author places small lines in the illustration.
- Prepare a chart titled Motion Lines and Sound Lines
- Add a sketch or two in the column to illustrate motion.

CFT.U12.WML 4 - Add information to your drawings to show more about people and places. (Pages 380 – 381)

- Show the cover of IRA- *Those Shoes* pages 9-10.
- Discuss what the illustration tells you about where this part of the story takes place.
- Repeat the process with the illustrations on

		<p>pages 3-4 in IRA- <i>My Rows and Piles of Coins</i>.</p> <p>CFT.U12.WML5 - Show what is important in your picture. (Pages 382 - 383)</p> <ul style="list-style-type: none"> • Show IRA-<i>How Chipmunk Got His Stripes</i>, then show pages 1 -2 and page 5-6. • Discuss what could be done in their own illustrations to show that something is important. • Record on the chart as children share their thoughts. • Repeat this process with page 29 in IRA- <i>Mango, Abuela, and Me</i>. 	
<p>Making Powerful Word Choices 5 Days</p>	<ul style="list-style-type: none"> • Show through language instead of telling. • Understand why writers use words other than said. • Understand that writers use specific verbs to make their writing more descriptive and interesting • Use similes to compare one thing to another to make writing clear and interesting. • Use words from languages other than English to make writing interesting and authentic. 	<p>CFT.U7.WML1 Use words to show not tell. (Pages 322 - 323)</p> <ul style="list-style-type: none"> • Have children picture in their mind what you are about to read. • Read page 6 in IRA- <i>Town Mouse, Country Mouse</i>. • Discuss that the writer used an interesting way to let the reader know a cat was threatening the mice. • Repeat with several other examples. IRA- <i>Sam and the Lucky Money</i>, Page 4 IRA- <i>Dogs</i>, page 19 <p>CFT.U7.WML2 Choose interesting words to describe the way characters say something. (Pages 324 - 325)</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

- Show and read page 10 in *IRA-Nine-in-One, Grr! Grr!* Discuss what the children notice about the page.
- Guide the children towards replies & purred instead of said.
- Start on page 18, read and pause to add words to the list as children identify them.
- Place a sticky note over the word said with another word.

CFT.U7.WML3 Choose interesting words to describe actions. (Pages 326 - 327)

- Show and read the first paragraph on page 3 in *IRA- The Bugliest Bug.*
- Discuss what words the author chose to use to show action.
- Continue to use sticky notes to add words to the chart that the children notice as you show and read page 5 and 11.

CFT.U7.WML4 Compare one thing to another to make your writing powerful. (Pages 328 - 329)

- Ahead of time, write a short story with no figurative language. Leave space between the lines for editing.
- Read the second paragraph on page 12.
- Discuss how the author painted a picture in

		<p>your mind of how the lion float moved.</p> <ul style="list-style-type: none"> • Begin a list of examples by writing the simile on chart paper and highlight like. <p>CFT.U7.WML5 Use words from other languages you know. (Pages 330 - 331)</p> <ul style="list-style-type: none"> • Show and read page 2 from <i>IRA-Grandfather Counts</i> and page 2 from <i>The Have a Good IRA-Day Cafe</i>. • Discuss what the children notice about the books. • Both grandparents speak another language • Show and read page 13-16 from <i>IRA- First Come the Zebra</i>. • Discuss the languages that are spoken in this book. 	
<p>Crafting a Setting 3 Days</p>	<ul style="list-style-type: none"> • Include details in words and pictures to show the setting. • Use sensory details, including onomatopoeia, to describe the setting. • Draw and write about clothing, food, and language to reveal the setting. 	<p>CFT.U3.WML 1 - Use words and illustrations to show where and when the story happens. (pages 282-283)</p> <ul style="list-style-type: none"> • Show and read pages 13-14 in <i>IRA- Those Shoes</i> • Discuss how the writer and illustrator describes where and when the story is happening. • Engage children in a discussion about the details in the writing and drawings. • Show and read pages 5-8 in <i>IRA- Town Mouse, County Mouse</i>. <p>CFT.U3.WML 2 - Use your</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>senses of smell and hearing to show where the story happens. (Pages 284 - 285)</p> <ul style="list-style-type: none"> • Show and read pages 5-10 in IRA-<i>Last Stop on Market Street</i>. • Discuss the noticings of the children. • Notice the smell of the rain, the sound of the bus, sounds of laughter and guitar. • Discuss the illustrations, as they may help the children imagine the setting. <p>CFT.U3.WML 3 - Draw and write about clothing, food, and language to show where and when the story happens. (Pages 286 - 287)</p> <ul style="list-style-type: none"> • Show a few pages from IRA- <i>The Gardener</i>. • Discuss where and when the story takes place. • Engage children in a conversation about clothing and how it shows the story takes place long ago. • Show and read pages 3-3 in IRA- <i>My Rows and Piles of Coins</i> • Discuss how the writer includes details in the words and illustrations. 	
<p>Revising to Focus and Organize Writing 2 Days</p>	<ul style="list-style-type: none"> • Replace vague words to make writing clearer. • Focus writing by using transitional words to skip time and remove unimportant 	<p>WPS.U9WML2 - Change or add words to give more information or to make your writing more interesting. (Pages 534 -535)</p> <ul style="list-style-type: none"> • Read the first three paragraphs of IRA- <i>Sam and the Lucky</i> 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>details.</p>	<p><i>Money</i></p> <ul style="list-style-type: none"> • Discuss how the author makes you paint a picture in your mind. • Revise a piece of shared writing together. • Using children’s responses, demonstrate changing some words. <p>WPS.U9WML3 - Skip time to tell only the important things that happened. (Pages 536 - 537)</p> <ul style="list-style-type: none"> • Read page 13 and the first paragraph of page 14 of <i>IRA-The Birthday Swap</i>. • Discuss how the author skipped some details from one page to the next. • Show a piece of writing that you prepared. Read it aloud. • Cross out extraneous details. 	
<p>Learning How to Write Words 1-5 Days</p>	<p>The WML is already in the curriculum. See above.</p>	<p>Revisit CNV.U2 Learning How to Write Words (Pages 420 - 428)</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Editing and Proofreading Writing 5 Days</p>	<ul style="list-style-type: none"> • Proofread and edit writing to make sure sentences make sense. • Reread writing to check for correct letter formation, proportion and orientation so the reader can 	<p>WPS.U10.WML1 - Make sure your writing makes sense. (Pages 544 – 545)</p> <ul style="list-style-type: none"> • Show the cover of <i>SR-Stone Soup</i> and read page 2. • Discuss what the author wrote and ask if it makes sense. • Guide the conversation about checking if their 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

understand the message.

- Reread writing to check or correct spelling so the reader can understand the message.
- Edit for capitalization and punctuation.
- Use a proofreading checklist to make writing clear and easy for the reader to understand.

writing makes sense.

WPS.U10.WML2 - Make sure you make your letters easy to read.(Pages 546 - 547)

- Show and read page 3 from SR- *Stone Soup*
- Guide conversation to help children notice that letters are written so they are easy to read and go from left to right.
- Show a writing sample and discuss how the letters are written.
- Have students use the verbal path to write any letters that have been written incorrectly.

WPS.U10.WML3 - Make sure you write the words you know correctly. (Pages 548 – 549)

- Show and read page 4 in *Stone Soup*.
- Guide the children in noticing familiar words that are spelled correctly.
- Guide the conversation to help children notice misspelled familiar words that are important in the story.
- Model how to circle the words that don't look right and encourage them to try writing them correctly.

WPS.U10.WML4 - Check your punctuation and capitalization. (Pages 550 -

		<p>551)</p> <ul style="list-style-type: none"> • Show and read page 11 in <i>SR-Stone Soup</i>. • Show the writing sample that was prepared prior to the lesson with clear errors. • Guide the conversation to help children notice errors. • Model how to add in or cross out punctuation marks and how to cross out letters with incorrect capitalization and rewrite them above. <p>WPS.U10.WML5 - Use a proofreading checklist. (Pages 552 - 553)</p> <ul style="list-style-type: none"> • Show the writing sample from WML 4 or prepare a short piece of writing with clear errors. • Model how to proofread the entire page using the proofreading checklist, including placing a check mark in each box as the step is complete. 	
<p>Celebrating Writing 1 Day</p>	<ul style="list-style-type: none"> • Choose a book to celebrate and prepare to share it with an audience. 	<p>WPS.U12.WML1 - Get ready to share the writing you want to celebrate. (Pages 566 - 567)</p> <ul style="list-style-type: none"> • Display the example book that you prepared. • Discuss what shared time looks like and sounds like as an audience member. • Choose children to share their writing. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Gathering Ideas for Informational Writing 1 Day</p>	<ul style="list-style-type: none"> • Make a list of topics to inspire writing ideas. 	<p>WPS.U3.WML 2 - Make a list of topics you know about. (Pages 478-479)</p> <ul style="list-style-type: none"> • Display the prepared list 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>of topics you know about.</p> <ul style="list-style-type: none"> • Make a list of topics the children know as a class. • Record responses on chart paper. • Remind children to make a list of topics they know about in their writer's notebook or on a piece of paper to be kept in their writing folders. 	
<p>Rehearsing Your Writing 1 Day</p>	<ul style="list-style-type: none"> • Rehearse directions for procedural texts before writing. 	<p>WPS.U7.WML 3 - Say the directions before you write them. (Pages 514 - 515)</p> <ul style="list-style-type: none"> • Simulate the directions on how to fold a tortilla into a wrap by using a piece of paper, cut into a circle and a few small objects as the filling. • Have a student follow the directions. • Write the directions on chart paper and read them aloud. • Remind children to rehearse directions for procedural texts before they write them. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Making How-to Books 3 Days</p>	<ul style="list-style-type: none"> • Notice the characteristics of how-to books and think of ideas for making how-to books. • Use pictures and words in a logical order to teach how to do something. • Understand that sometimes writers include a list of materials needed to complete the instructions in a 	<p>GEN.U4WML 1 - Make a book to teach something. (Pages 184 - 185)</p> <ul style="list-style-type: none"> • Display the cover of SR- <i>A Pinata Fiesta</i> and read the title. • Discuss what the topic is. • Display pages 8 - 9 and discuss what information is learned from this part of the book. • Display pages 10 -11 and ask what is learned from these pages. • Record children's 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>how-to book.</p>	<p>noticings on the chart paper.</p> <p>GEN.U4WML 2 - Write words and draw pictures to show the order of what to do. (Pages 186 - 187)</p> <ul style="list-style-type: none"> • Display pages 10 - 11 of <i>SR-A Pinata Fiesta</i>. • Discuss how the author explains how to make a pinata. • Jot the steps on chart paper. • Using children's responses, write and draw a picture for the first step on chart paper. • Save this chart for WML 3. <p>GEN.U4WML 3 - Make a list of materials. (Pages 188 - 189)</p> <ul style="list-style-type: none"> • Display pages 8 - 9 of a <i>SR- Pinata Fiesta</i>. • Discuss what is noticed on these pages, discuss how a list of the materials is listed. • Display the chart created during WML2 and add materials to the list. • Use children's responses to create a list of materials on chart paper. 	
<p>Revisit CFT.U5: Exploring Different Ways Authors Start Books</p>	<ul style="list-style-type: none"> • Explore different ways authors start books 	<p>CFT.U5.WML1 - 6 (Pages 298 – 309) This is a revisit lesson.</p> <p>Revisit any of the lessons in CFT.U5 to help students learn</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

(1-6 Days)		to make their writing more interesting.	
Revising to Focus and Organize Writing 1 Day	<ul style="list-style-type: none"> • Understand that writers reread their writing to be sure the order makes sense, and they reorganize it to make the text more logical. 	<p>WPS.U9.WML4 - Organize your writing to make sure the order makes sense. (Pages 538 - 539)</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>The Birthday Swap</i> and read the title. Show several pages of the book and help children summarize the major events in the story in order. • Show the simple text you prepared and read it aloud. • Discuss the order of the writing, have them notice whether it does or does not make sense, make appropriate changes. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Revisit any Conventions lessons that apply or WPS.U10: Editing and Proofreading Writing 1 - 3 Days	<ul style="list-style-type: none"> • Understand writers edit and proofread their writing 	<p>WPS.U10: Editing and Proofreading Writing (Pages 544 – 553)</p> <p>Revisit any of the Conventions lessons to WPS.U10 to support them in the editing and proofreading process.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Adding Book and Print Features 2 Days	<ul style="list-style-type: none"> • Write an author page to share information about yourself. • Write a dedication to someone or something that is important to you. 	<p>WPS.U11.WML 2 - Write an author page. (Pages 558- 559)</p> <ul style="list-style-type: none"> • Read aloud the author’s information on the back flap of IRA- <i>Big Red Lollipop</i>. • Discuss what the author’s purpose in this part of the book is. • Record the responses on chart paper. • Continue in a similar manner with IRA- <i>Pecan Pie Baby</i> and IRA- <i>A Log’s Life</i>. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>WPS.U11.WML 3 - Dedicate your book to someone. (Pages 560 - 561)</p> <ul style="list-style-type: none"> • Read aloud the author’s dedication in <i>IRA-Bugs for Lunch</i>. • Discuss how dedicating a book to someone is a way of honoring that person and showing appreciation. • Reread the dedication and discuss why she dedicated the book to her friend. • Generalize children’s responses and record them on chart paper. • Continue in a similar manner with <i>IRA-The Wednesday Surprise</i> and <i>IRA- A Log’s Life</i>. 	
<p>Revisit WPS.U12: Celebrating Writing 1 Day</p>	<ul style="list-style-type: none"> • Understand writer’s share and celebrate their writing. 	<p>WPS.U12: Celebrating Writing (Pages 566 – 567)</p> <ul style="list-style-type: none"> • Revisit and of the lessons in WPS.U12 as needed. Provide time to celebrate student writing. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

ELA.SL.PE.2.1.A

Follow agreed-upon norms 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).

ELA.SL.ES.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELA.SL.PI.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELA.SL.AS.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
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Unit 4: Conventions

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **2 months**

Status: **Published**

Summary of the Unit

In this unit students will form letters correctly, spell words in recognizable ways and use conventional grammar and punctuation. Good writers need to understand the conventions of writing. Students will be comfortable about taking risks in their writing. This will allow them to expand their writing skills.

Enduring Understandings

Successful writers write letters clearly.

- Successful writers make letters the right size in a word.
- Successful writers use good spacing.

Essential Questions

How do writers follow the verbal path of letters to form letters efficiently?

- How do writers use proportional size in words?
- How do writers use proper spacing between letters, words and lines?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal Notes

Resources

- F&P Writing Mini Lessons Book, Grade 2
- Online resources available on F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Experimenting with Writing in New Ways 1 day	<ul style="list-style-type: none"> • Write about a previous topic in a different genre or form. 	<p>WML1 GEN.U10.WML1 Revisit an old topic in a new way. (pages 252-253)</p> <ul style="list-style-type: none"> • Show and discuss two or more examples of texts you have written about the same topic in different genres. • Add on chart paper each form of writing discussed. • If possible, show and discuss an example of a student written piece of writing that revisits an old topic in a new way. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Thinking About Purpose and Audience 3 days	<ul style="list-style-type: none"> • Understand that writers think about why they are writing and how they want their writing to affect their audience. • Understand that writers think about their 	<p>WML1 WPS.U5.WML1 Think about your purpose. (pages 494-495)</p> <ul style="list-style-type: none"> • Prior to this lesson, children should have chosen a topic they want to write about. • Show the cover and revisit a few pages of <i>Roller Coaster</i>. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>intended audience to further define their purpose.</p> <ul style="list-style-type: none"> • Choose the genre or form of writing based on purpose and audience 	<ul style="list-style-type: none"> • Guide students to recognize that the writer’s purpose was to tell an entertaining story. • Begin a list of purposes of writing. • Ask volunteers to add to the list. <p>WML 2 WPS.US .WML2 Think about your audience pages 496-497</p> <ul style="list-style-type: none"> • Ahead of time, prepare a chart with the names of several audiences that children might be interested in writing for. • Revisit a few pages of IRA- <i>Suki’s Kimono</i> • Show and read a prepared audience chart for this book. <p>WML 3 WPS.US .WML3 Think about the kind of writing based on purpose and audience. (pages 498-499)</p> <ul style="list-style-type: none"> • Display the purpose and audience charts from WML.1 and WML.2. • Add Seymour Simon- IRA-<i>Dogs</i> in the topic column. Write Seymour Simon’s purpose, audience and type of writing. 	
<p>Writing with Voice in Fiction and Nonfiction 3 days</p>	<ul style="list-style-type: none"> • Write in a way that speaks directly to the reader. 	<p>CFT.U8.WML1 Speak directly to the reader. (pages 334-335)</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing

- Use a variety of punctuation to show voice.
- Use different styles of print to convey meaning and support voice.
- Ahead of time, begin a story that uses your authentic voice.
- Show and read page 2 of SR- *A Pinata Fiesta*
- Guide the children to notice that it sounds like the writing is speaking directly to the reader.
- Repeat with page 6 and point out how the writing sounds like the way the author would sound if he was speaking to the reader.
- Repeat with pages 3-9 in IRA-*Courage*.

**CFT.U8.WML2 Show your voice with punctuation.
(pages 336-337)**

- Show page 10 of IRA-*Roller Coaster*. Read the sentences emphasizing the way the words in parentheses are meant to be read with humor.
- Help children recognize that the writer used parentheses to create meaning and to show voice.
- On chart paper, begin a list of text examples that demonstrate a writer's use of punctuation.
- Repeat the activity using pages 25 and 27 in IRA- *All for Me* and IRA-*None for All* and page 5 in SR-

		<p><i>Bigger or Smaller?</i></p> <ul style="list-style-type: none"> • CFT.U8.WML3 Show your voice with different styles of print. (pages 338-340) • Show page 6 of IRA- <i>Princess Penelope's Parrot</i>. • Support a conversation about how capitalization of the words on the page conveys the idea that Penelope is selfish. • Repeat with page 29 in IRA- <i>Author: A True Story</i> and pages 2- and 4-5 in <i>Busy Beavers</i>. 	
<p>Making Illustrations Interesting 2 days</p>	<ul style="list-style-type: none"> • Understand that writers and illustrators can use borders to help tell the story or provide information. • Understand that writers and illustrators can use scenes to show action and detail. 	<p>Cft.U14WML1 Use borders to make your pages interesting. (pages 398-399)</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>Abuela's Weave</i> and read the title. Show a few of the pages with decorative borders at the bottom. • Ask students how the borders help you understand the setting of the story. • Repeat this process with page 1 of IRA- <i>Comet's Nine Lives</i>. <p>CFT.U14WML2 Use scenes to show action and details. (Pages 400-401)</p> <ul style="list-style-type: none"> • Show the cover of 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>IRA- <i>Earrings!</i> and show page 21. Ask children how the illustrations are the same as the words.</p> <ul style="list-style-type: none"> • Repeat the process with IRA-<i>Pecan Pie Baby</i> pages 13-14. • Demonstrate on chart paper how you might show action in your writing. Sketch ideas on chart paper. 	
<p>Adding Book and Print Features 1 Day</p>	<ul style="list-style-type: none"> • Make endpapers that are related to the meaning of the text and increase readers' understanding and enjoyment. 	<p>WPS.U11.WML4 Make endpapers for your book. (pages 562-563)</p> <ul style="list-style-type: none"> • Show the cover of IRA-<i>Think of an Eel</i> and open to the final spread of the book, the endpapers. • Ask children what they notice about the final pages of the book. Ask why it is important that there are no words on pages. • Show the endpapers in the IRA-<i>Bugliest Bug</i>. Record responses of what children notice about the endpapers on chart paper. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Celebrating Writing 1 day</p>	<ul style="list-style-type: none"> • Choose a book to celebrate and prepare to share it with an audience. 	<p>WPS.U12.WML1 Get ready to share the writing you want to celebrate. (pages 566-567)</p> <ul style="list-style-type: none"> • Display an example book you have prepared. Talk with students about the ways you got ready to share your book. Record responses on chart paper. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Experimenting Writing in</p>	<ul style="list-style-type: none"> • Use personification 	<p>GEN.U10WML2 Write with a different set of eyes.</p>	<ul style="list-style-type: none"> • Teacher Observation

<p>New Ways 2 days</p>	<p>to write from a different perspective.</p> <ul style="list-style-type: none"> • Try a new form of writing inspired by a book 	<p>(pages 254-255)</p> <ul style="list-style-type: none"> • Show the cover of <i>IRA-Bugs for Lunch</i> and read the title. Then read pages 1-5. • Use shared writing to write, on chart paper, at least a few sentences from the perspective of the bird. <p>GEN.U10WML3 Use a book to inspire a new way to write. (pages 256-257)</p> <ul style="list-style-type: none"> • Show the cover of <i>Courage</i>, read the title and the first several pages. • Point out that the author talks about courage by beginning each sentence with “Courage is...” • Write Friendship is on chart paper. Use children’s responses to write several sentences following this format. 	<ul style="list-style-type: none"> • Anecdotal Notes • Student Writing Samples
<p>Observing and Writing Like a Scientist 3 Days</p>	<ul style="list-style-type: none"> • Write a prediction related to a science project. • Use a drawing with labels to show what has been observed. • Observe carefully and record important information about the observations. 	<p>WPS.U6.WML1 Write what you think is going to happen. (pages 502-503)</p> <ul style="list-style-type: none"> • Show the cover of <i>SR-Weather Watch</i> and read the title. • Revisit the pages about cumulus, cirrus, and stratus clouds. • Record on chart paper the language children use to state their predictions. <p>WPS.U6.WML2 Sketch</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>what you observe. (pages 504-505)</p> <ul style="list-style-type: none"> • Show the cover of SR- <i>Weather Watch</i> and read aloud page 4. Point to the illustration. • Use children’s observations to sketch the clouds on chart paper. Think aloud as you add details and label your drawing. <p>WPS.U6.WML3 Write down your observations. (pages 506-507)</p> <ul style="list-style-type: none"> • Show and read the title of SR- <i>Weather Watch: Rita’s Journal</i>. • Read aloud the first sentence on page 4. Point out that Rita chooses words carefully to provide an accurate description. • Record children’s responses on chart paper. 	
<p>Writing Poetry 1 day</p>	<ul style="list-style-type: none"> • Observe the world to find topics for writing poetry. • To help children use poetry about topics children might notice in their world. 	<p>GEN.U8.WML 4 Observe the world to get ideas for poems. (pages 230-231)</p> <ul style="list-style-type: none"> • Show the cover of IRA-<i>Our Big Home: An Earth Poem</i> and read page 4 • Create general categories for the observations such as Nature, Places, People and Things People Do • Show and read pages 17-18 of IRA- <i>The</i> 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p><i>Pot That Juan Built.</i></p> <ul style="list-style-type: none"> • Repeat with several more poetic examples such as <i>IRA-River</i> story pages 11, 18 19 and <i>IRA- Earrings</i>, pages 3-6. 	
<p>Gathering Ideas for Informational Writing 3 days</p>	<ul style="list-style-type: none"> • Make a list of wonders to gather ideas for writing. • Make a list of topics to inspire writing ideas. • Explore a topic to decide whether to write about it. 	<p>WPS.U3.WML1 Make a list of wonderings. (pages 476-477)</p> <ul style="list-style-type: none"> • Tell children about something you wonder about. • Record the wonderings on chart paper. <p>WPS.U3.WML2 Make a list of topics you know about. (pages 478-479)</p> <ul style="list-style-type: none"> • Display a prepared list of topics you know about. • Tell children about the topics on the list. • Save the chart for WML3. <p>WPS.U3.WML3 Explore a topic to find out if you want to write about it. (pages 480-481)</p> <ul style="list-style-type: none"> • Show the chart from WML2. • Label a column What You Think You Know and add students' responses to the chart. • Label another column What You Want To Find Out and add students' responses to the chart. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

**Making
Question and
Answer Books
5 days**

- Understand that question and answer books have two kinds of questions.
- Write a repeating question to explore one kind of question-and-answer book.
- Write different questions to explore one kind of question-and-answer book.
- Use resources to find answers to questions.
- Make decisions about content and format to write a question-and-answer book.

**GEN. U5.WML1 Notice the
Kinds of questions in
question-and-answer books.
(pages 192-193)**

- Show the covers of SR- *Bigger or Smaller* and SR- *Animals with Jobs*.
- Briefly revisit the topics by rereading the question on pages.

**GEN. U5.WML2 Write a
repeating question for your
topic. (pages 194-195)**

- Revisit the questions on several pages of SR-*Bigger or Smaller*.
- Begin a list on chart paper with examples of repeating questions that can be used in a question-and-answer book.
- Model how you might use a repeating question for a topic.

**GEN. U5.WML3 Write
different questions for your
topic (pages 196-197)**

- Revisit the questions on several pages of SR-*Rain Forest Surprises*. Guide children to notice that each question is different and do not repeat.
- Repeat the process with SR- *Surprises on a Coral Reef*.
- To help children think about what readers

- Teacher Observation
- Anecdotal Notes
- Student Writing Samples

might want to know about a topic, model a writer's thinking process.

GEN. U5.WML4 Find answers to your questions. (pages 198-199)

- Gather several examples of question-and-answer books on a variety of topics.
- Show the cover and a few pages of SR-*Surprises on the Savanna*.
- Guide children to understand that authors can look in books to learn facts before writing their own books.
- Repeat the process with SR-*Animals with Jobs*.

GEN. U5.WML5 Write a question-and-answer book. (pages 200-201)

- Children will begin writing their books today, but it will take several days to finish the books.
- Tell students that they first need to decide on a topic for their book.
- Tell students that they need to think about where they might look for some answers.
- Tell students that they need to think about how their book

		will look.	
WPS.U8 Adding Information to Your Writing 1-3 days	<ul style="list-style-type: none"> To understand writers add information to their writing. 	Revisit any of the lessons in the WPS.U8 to help children revise their writing. They can apply these lessons to the question-and-answer books they are writing.	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples
Editing and Proofreading 1-5 days	<ul style="list-style-type: none"> To understand writer's edit and proofread their writing. 	Revisit any of the lessons in WPS. U10 to help children edit their writing. Invite children to apply these lessons to one of the question-and-answer books they are writing.	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples
WPS. U12 Celebrate Writing	<ul style="list-style-type: none"> To share and celebrate one's writing. 	Revisit one of the lessons in WPS.U12 as needed or simply provide a time for children to celebrate their writing with an audience.	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples
Writing Poetry 1 day	<ul style="list-style-type: none"> Think about where to place words on the page when writing a poem. 	<p>GEN.U8 Writing Poetry Place words on a page to make them look like a poem. (pages 212-213)</p> <ul style="list-style-type: none"> Show and read page 3 of IRA-<i>The Bugliest Bug</i>. Emphasize how you pause at the end of lines. Help children recognize that the writer has placed the words on the page to look like a poem and in a way that helps the reader know how to read the poem. Repeat with other poem examples. IRA-<i>Bugs for Lunch</i> page 12 Earrings page 16-17 IRA-<i>Our Big Home: An Earth Poem</i> page 4 IRA-<i>On Earth</i> page 23 Place one set of the poetry word cards in a pocket chart as one long sentence and read it to the children 	<ul style="list-style-type: none"> Teacher Observation Anecdotal Notes Student Writing Samples

		<p>as a continuous sentence.</p> <ul style="list-style-type: none"> • Reposition the word cards in the pocket chart to look like a poem. 	
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ELA.L.VI.2.3.C	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
ELA.RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
ELA.W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
ELA.W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
ELA.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 5: Writing Process

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **2 months**

Status: **Published**

Summary of the Unit

In this unit students will plan what to write, write a first draft and make changes to improve it, proofread their work to make sure others can read it, and publish it. They will experience the full writing process over time and will not always complete their writing in the same order.

Enduring Understandings

Successful writers tell stories about themselves.

- Successful writers tell stories about things they did.
- Successful writers tell stories about people and places they do not want to forget.

Essential Questions

- How do authors learn the identities of classmates?
- How do authors move from one place to another without disturbing others?
- How do authors take good care of their materials?

Summative Assessment and/or Summative Criteria

- Student writing samples
- Teacher observation
- Anecdotal Notes

Resources

- F&P Writing Mini Lessons Book, Grade 2
- Online resources available on F&P website
- Interactive Read-Aloud Collection
- Shared Reading Collection
- Writing Center with supplies
- Anchor Charts/Chart Paper

Unit Plan

Topic/ Selection/Timeframe	General Objectives	Instructional Activities	Benchmark Assessments
Experimenting With Writing in New Ways 1 day	<ul style="list-style-type: none"> • Choose a message and share it through a multimodal form of writing 	GEN.U10 Find a new way to share a message. (pages 258-259) <ul style="list-style-type: none"> • Show one mentor text that communicates a message • Write the message and form of writing discussed on chart 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
WPS.U5 Thinking About Purpose and Audience 3 days	<ul style="list-style-type: none"> • Choose a message and share it through a multimodal form of writing • Understand that writers think about why they are writing and how they want their writing to affect their audience. • Understand that writers think about their intended audience to further define 	WPS.U5WML 1 (pages 494-495) Think about your purpose. This is a revisit lesson. WPS.U5WML 2 (pages 496-497) Think about your audience.	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>their purpose.</p> <p>Choose the genre or form of writing based on purpose and audience.</p>	<p>WPS.U5.WML3</p> <p>(pages 498-499)</p> <p>Think about the kind of writing you want to do.</p>	
<p>Craft Umbrellas</p> <p>1-3 days</p>	<p>Revisit any lessons in the Craft Umbrella.</p>	<p>This is a revisit lesson.</p> <p>Revisit any lessons in the Craft Umbrella</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Conventions Umbrellas</p> <p>1-3 days</p>	<p>Revisit any lessons in the Conventions umbrellas.</p>	<p>This is a revisit lesson.</p> <p>Revisit any lessons in the Conventions umbrellas.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Celebrating Writing</p> <p>1 day</p>	<p>Provide an opportunity for students to share one of the pieces they have written</p>	<p>This is a revisit lesson.</p> <p>Provide an opportunity for students to share one of the pieces they have written</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

<p>Writing Poetry</p> <p>1 day</p>	<p>Use senses to describe something in a poem.</p>	<p>GEN. U8 WML.6 pages 234-235</p> <p>Use your senses to describe something.</p> <ul style="list-style-type: none"> • Show the cover and read page 9 of <i>IRA-The Pot That Juan Built</i> • Guide the conversation to help them notice the sensory words. • Show the cover of <i>IRA Our Big Home :An Earth Poem</i> • Show and read pages 12-13 • Guide the conversation so children identify the sensory language. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Gathering Ideas for Informational Writing</p> <p>1-3 days</p>	<p>Revisit WPS.U3 to gather more ideas for informational writing.</p>	<p>This is a revisit lesson.</p> <p>Revisit WPS.U3 to gather more ideas for informational writing.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Making All about Me Books</p> <p>1-5 days</p>	<p>Revisit Making All-About Me books</p>	<p>This is a revisit lesson.</p> <p>Invite children to revisit Making All About Me Books.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

<p>Using Text Features in a Nonfiction Writing</p> <p>1-4 days</p>	<p>Revisit Craft lessons CFT.U9. WML1-4</p>	<p>This is a revisit lesson.</p> <p>Reinforce children’s ability to use graphics and text features as writers.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Using Illustrations and Graphics in Nonfiction Writing</p> <p>1-5 days</p>	<p>Revisit CFT.U13 as needed</p>	<p>This is a revisit lesson.</p> <p>Help students integrate graphics and diagrams in their writing.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Organize writing so that similar ideas are grouped together</p> <p>1 day</p>	<p>Organize Writing so that similar ideas are grouped together.</p>	<p>WPS.U9 WML 5 pages 540-541</p> <p>Group similar ideas together</p> <ul style="list-style-type: none"> • Show a book that uses heading to group ideas such as SR- <i>Feathers, Not Just for Flying</i>. Read pages 13-14 including the heading. • Read page 15. • Repeat this process with a book that does not use heading such as IRA-Dogs. Read pages 11 and 15 and ask children what they are about. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

<p>Adding Book and Print Features</p> <p>1-4 days</p>	<p>Revisit any lesson from UPS.U11</p>	<p>This is a revisit lesson.</p> <p>Revisit any lesson from UPS.U11</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Celebrating Writing</p> <p>1 day</p>	<p>Revisit any lessons from WPS.U12.</p>	<p>This is a revisit lesson.</p> <p>Invite children to celebrate one of their all about books.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Gathering Ideas for Memory Writing</p> <p>1-3 days</p>	<p>Revisit any lesson WPS.U4</p>	<p>This is a revisit lesson.</p> <p>Revisit WPS.U4 to inspire new ideas for narrative writing.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Writing Fiction</p> <p>5 days</p>	<ul style="list-style-type: none"> • Use personal experiences to get ideas for realistic fiction. • Describe the main characters by how they look and what they do. • Plan the plot, including the problem, events, and resolution. • Use a real place to choose and describe the setting. • Write a simple realistic fiction story. 	<p>GEN.U9 WML1</p> <p>Think about your own experiences for ideas. pages 240-241</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>Happy Like Soccer</i> and read the title and share the dedication. • Ask the children if they think the author got the idea from their own life. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

<p>Writing Fiction 5 days</p>	<ul style="list-style-type: none"> • Describe the main characters by how they look and what they do. • Plan the plot, including the problem, events, and resolution. • Use a real place to choose and describe the setting. • Write a simple realistic fiction story. 	<p>GEN.U9 WML2 Sketch and quickly write about the main character (pages 242-243)</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>Happy Like Soccer</i> and read the title. • Guide children’s thinking with questions about the main character. • Use children’s response to sketch Sierra and write a brief description of her on chart paper. <p>GEN.U9 WML2 pages 244-245 Plan the problem, what happens, and how it gets solved.</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>Happy Like Soccer</i>. Read the title and record the problem on chart paper. • Review parts of the book necessary to help children retell the main events of the story. <p>GEN.U9 WML4 pages</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>246-247</p> <p>Think of a real place to describe the setting.</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>Happy Like Soccer</i> and show pages 13-14 • Discuss the setting of the story. • Show the cover of IRA- <i>Amelia's Road</i> and show pages 3-4. • Discuss the setting of Show the story. <p>GEN.U9 WML pages 248-249</p> <p>Write a realistic fiction story.</p> <ul style="list-style-type: none"> • Show the covers of several realistic fiction books. • Ask students what they have noticed about realistic fiction books. • Record children's responses on chart paper. 	
<p>Describing Characters</p> <p>4 days</p>	<ul style="list-style-type: none"> • Notice how an author describes a character to help the reader picture the character • Learn to describe characters through their actions. • Learn to describe 	<p>CFT.U2 WML1 pages 272-273</p> <p>Tell how characters look.</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>You Are a Kenyan Child</i> • Describe the boy's physical characteristics and clothing in the 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

	<p>characters by writing their thoughts.</p> <ul style="list-style-type: none"> • Learn to describe characters through their dialogue. 	<p>illustration.</p> <ul style="list-style-type: none"> • Without showing the illustrations, read the first sentence on page 7. Write the words that describe the character on chart paper. <p>CFT.U2.WML2 pages 274-275</p> <p>Tell what characters do.</p> <ul style="list-style-type: none"> • Show and revisit the last few pages of <i>IRA- The Library</i> • Guide the conversation to help recognize that the action shows that she is kind and giving. Begin a chart that states the action and what it reveals about the character. • Choose another character trait that is familiar to the children in your class. Model the thinking a writer might do when deciding what actions to write about to show that trait. <p>CFT.U2.WML3 pages 276-277</p> <p>Tell what characters think.</p> <ul style="list-style-type: none"> • Revisit the first 	
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		<p>four pages of <i>IRA-Amelia's Road</i>.</p> <ul style="list-style-type: none"> • Begin a three column chart with the character's name and what she is thinking in the first columns. • Choose a fiction story topic to use as a model. <p>CFT.U2.WML4 pages 278-279</p> <p>Tell what characters say.</p> <ul style="list-style-type: none"> • Revisit and read the dialogue from pages 2, 12, and 25 from <i>IRA-Armando and the Blue Tarp School</i>. • Pause after each page to ask children what they noticed. • Help children understand that Armando's words reveal that he is excited to see Senor David, he wants to attend school and he is joyous that a new school has been built. 	
<p>Crafting A Setting 1-3 days if needed</p>	<p>Revisit CFT.U3 if needed.</p>	<p>This is a revisit lesson.</p> <p>Revisit CFT.U3 if needed.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

Writing with Voice in Fiction and Nonfiction 3 days	Use lesson in CFT. U8 to emphasize the importance of voice in writing.	This is a revisit lesson. Use lesson in CFT. U8 to emphasize the importance of voice in writing.	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Adding Information to your Writing and Revising to focus and Organize Writing 1-4 days	Choose any revision lessons from WPS.U8 and WPS.U9 that will benefit your students.	This is a revisit lesson. Use lesson in CFT. U8 to emphasize the importance of voice in writing.	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
Making Illustrations Interesting 2 days	<ul style="list-style-type: none"> • Understand that the layout of the illustrations and the print is important. • Understand that the layout of the print and illustrations is important. 	CFT.U14WML 3 (pages 402-403) Place illustrations in interesting ways on the page. <ul style="list-style-type: none"> • Show the cover of IRA- <i>Big Red Lollipop</i> and pages 14-15 • Ask students what they notice about the illustrations. • Write responses on a chart and then show pages 18-19. • Show and read page 3 of IRA-<i>The Library</i>, pointing out the small drawing of the flashlight next to the text. 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
		CFT.U14WML 4 pages	

		<p>404-405</p> <p>Place words in interesting ways on the page.</p> <ul style="list-style-type: none"> • Show the cover of IRA- <i>Courage</i> and read the title. Show some pages so that children can observe the print and illustrations. • Show the cover of IRA- <i>The Bugliest Bug</i> and read the title and show and read page 11. • Show a few pages of IRA- <i>The Bugliest Bug</i> that have a lot of text and then show the last page. 	
<p>Editing and Proofreading Writing</p> <p>1-3 days</p>	<ul style="list-style-type: none"> • Choose any lessons from WPS.U10 	<p>This is a revisit lesson.</p> <p>Choose any lessons from WPS.U10 that would benefit children.</p>	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples
<p>Writing Poetry</p> <p>1 day</p> <p>Celebrating Writing</p> <p>1 day</p>	<ul style="list-style-type: none"> • Use a specific word or phrase from other writing to make a poem <p>Revisit WPS.U12 as needed.</p>	<p>GEN.U8. WML7 pages 236-237</p> <p>Use a word or phrase from other writing to make a poem</p> <ul style="list-style-type: none"> • Use a poem that you or the children have already written. • Show and read aloud page 27 of 	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal Notes • Student Writing Samples

		<p>IRA- <i>River Story</i>. Guide the children to select a phrase from the mentor text to use for making a new poem.</p> <p>This is a revisit lesson.</p> <p>Revisit WPS.U12 as needed.</p>	
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- ELA.RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELA.W.IW.2.2.B Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- ELA.SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.