



## Grade 2 - Unit 3 Writing - Noticing Patterns - A Cynthia Rylant Author Study

### Unit Focus

In *Noticing Patterns - A Cynthia Rylant Author Study*, writing instruction is grounded in narrative writing and strongly connected to students' reading work. During writing, students study how authors like Cynthia Rylant craft personal narratives that illuminate small but meaningful moments. Instruction is explicit and scaffolded as teachers model how to plan, draft, revise, and edit while students apply taught spelling patterns, high-frequency words, capitalization, and grade-level conventions during authentic writing tasks. Students identify and practice craft moves such as sensory details, similes, descriptive adjectives, vivid verbs, and show-don't-tell techniques to stretch out important moments and create vivid imagery. Students immediately apply these craft moves to their own narrative and memoir writing while teachers provide targeted feedback to strengthen both foundational skills and overall writing quality.

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Common Core</b><br>English Language Arts: 2 <ul style="list-style-type: none"><li>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS.ELA-LITERACY.W.2.3)</li><li>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS.ELA-LITERACY.W.2.5)</li><li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.ELA-LITERACY.W.2.6)</li><li>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS.ELA-LITERACY.W.2.7)</li><li>Recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELA-LITERACY.W.2.8)</li><li>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS.ELA-LITERACY.SL.2.4)</li><li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.ELA-LITERACY.SL.2.1.A)</li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.<br><b>T2</b> Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.<br><b>T3</b> Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages. |                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Understanding(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Essential Question(s)</b>                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Students will understand that...</i><br><b>U1</b> Authors often repeat important ideas, characters, and patterns in their books, and noticing these patterns helps readers understand what the author cares about.<br><b>U2</b> Sounds, letters, and patterns work together to support decoding and spelling of words.<br><b>U3</b> Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors.                                                                                                              | <i>Students will keep considering...</i><br><b>Q1</b> How can noticing patterns across an author's books help me understand what matters to the author?<br><b>Q2</b> How do sounds, letters, and patterns work together to help me read and spell words?<br><b>Q3</b> How can I use the writing process to make choices that communicate my ideas clearly? |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Acquisition of Knowledge and Skill</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Skill(s)</b>                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Students will know...</i><br><b>K1</b> Narratives tell about meaningful experiences and include sequence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Students will be skilled at...</i><br><b>S1</b> Writing stories with beginning, middle, and ending.                                                                                                                                                                                                                                                     |

## Stage 1: Desired Results - Key Understandings

- Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B)
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS.ELA-LITERACY.L.2.1.B)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS.ELA-LITERACY.L.2.1.D)
- Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS.ELA-LITERACY.L.2.1.E)
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS.ELA-LITERACY.L.2.1.F)
- Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). (CCSS.ELA-LITERACY.L.2.2.D)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS.ELA-LITERACY.L. 2.2.E)

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

- K2** Five-sense details help readers imagine experiences.
- K3** Similes help readers compare ideas using “like” or “as.”
- K4** “Show, don’t tell” helps readers infer emotions and actions.
- K5** Graphic organizers help writers plan ideas before drafting.
- K6** Writers revise and edit to improve meaning and clarity.
- K7** Writers use illustrations to support meaning.
- K8** Authors repeat important ideas, characters, themes, and patterns across texts.
- K9** Writers use memories and experiences as writing ideas.
- K10** Authors make intentional craft choices to affect readers.
- K11** Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.
- K12** Foundations:
  - Review vowel-consonant e syllables
  - S says /s/ and /z/
  - Spelling option procedures
  - Two-syllable words with closed and vowel consonant e syllables
  - Suffix - ive
  - Open syllable type
  - y as a vowel
  - Combining open syllable with closed and vowel consonant e syllables
  - Additional syllable division rules
  - y, ly, ty suffixes
  - R-controlled syllable types
  - Sounds of ar and or
- K13** Grammar:
  - Adjectives
  - More Adjectives
  - Adverbs
  - Adjectives & Adverbs
  - Determiners: a & an
  - Irregular Verbs
  - Helping Verb be

- S2** Writing similes in original sentences and stories.
- S3** Adding sensory details to narrative writing.
- S4** Expanding sentences with descriptive details and actions.
- S5** Organizing ideas before writing complete sentences.
- S6** Revising writing based on teacher and peer feedback.
- S7** Creating illustrations that match and enhance text.
- S8** Noticing patterns and craft moves across mentor texts by Cynthia Rylant
- S9** Generating writing ideas from personal experiences.
- S10** Imitating author’s craft in original writing.
- S11** Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.
- S12** Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.