



Grade 2 - Unit 4 Writing - Writing Nonfiction Books with Purpose

Unit Focus

In this *Writing Nonfiction Books with Purpose*, students learn how informational texts teach readers through the use of nonfiction text features, research, and organized writing. Students begin by creating an “All About Me” nonfiction book in which they explore text features such as captions, labels, diagrams, maps, headings, glossaries, bold words, and tables of contents. Through explicit modeling, shared writing, and guided practice, students learn how authors use these features to help readers better understand information. Students also conduct simple research about their favorite season and use notes to write complete informational sentences in their own words.

As the unit progresses, students apply their growing understanding of nonfiction writing to a larger research project on an animal or self-selected topic. Students read multiple nonfiction sources, gather important information through note-taking, and organize their ideas into clear sections to teach readers about their topic. Throughout the unit, students strengthen foundational writing skills including sentence construction, organization, capitalization, punctuation, revision, and editing. Opportunities for collaboration, discussion, and digital publishing support students in developing confidence as nonfiction readers, researchers, and authors.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 2 <ul style="list-style-type: none">Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS.ELA-LITERACY.W.2.2)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)With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.ELALITERACY.W.2.6)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.ELALITERACY.W.2.7)Recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELALITERACY.W.2.8)Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS.ELALITERACY.SL.2.5)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)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 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.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Information can be clearly communicated by selecting important facts, organizing ideas into sections, and using nonfiction text features to support understanding. U2 Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors. U3 Sounds, letters, and patterns work together to support decoding and spelling of words.	<i>Students will keep considering...</i> Q1 How do nonfiction text features, facts, and organization clearly teach information about a topic? Q2 How can I use the writing process to make choices that communicate my ideas clearly? Q3 How do sounds, letters, and patterns work together to help me read and spell words?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Nonfiction texts are written to teach readers information about a topic.	<i>Students will be skilled at...</i> S1 Generating and organizing ideas about topics they know about or research.

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> • Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B) • Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS.ELA-LITERACY.SL.2.1.C) • Use reflexive pronouns (e.g., myself, ourselves). (CCSS.ELA-LITERACY.L.2.1.C) • 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) • Capitalize holidays, product names, and geographic names. (CCSS.ELA-LITERACY.L. 2.2.A) • Use commas in greetings and closings of letters. (CCSS.ELA-LITERACY.L.2.2.B) • 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) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • 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) 	<p>K2 Nonfiction authors use text features such as captions, labels, diagrams, headings, glossaries, maps, bold words, photographs, and tables of contents to help readers understand information.</p> <p>K3 Research involves asking questions, gathering information from sources, and taking notes about important ideas.</p> <p>K4 Notes are written in short phrases and help writers organize information before turning ideas into complete sentences.</p> <p>K5 Informational writing structure includes organized sections, introductions, supporting details, and conclusions or closing ideas.</p> <p>K6 Revision and editing improve clarity, organization, grammar, punctuation, and spelling in writing.</p> <p>K7 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.</p> <p>K8 Foundations:</p> <ul style="list-style-type: none"> • sounds of ai and ay • long a sound spelling options • select homophones • sounds of ee, ea, ey • long e sound spelling options • r-controlled patterns • sound of er, ir, and ur <p>K9 Grammar:</p> <ul style="list-style-type: none"> • Sentence Fragments • Compound Sentences • Possessive Pronouns • Reflexive Pronouns • Using I or Me with Another Name 	<p>S2 Creating captions, labels, diagrams, glossaries, maps, and tables of contents to enhance nonfiction writing.</p> <p>S3 Asking questions, researching topics, and identifying important information from nonfiction sources.</p> <p>S4 Taking notes in their own words and using notes to write complete informational sentences.</p> <p>S5 Organizing nonfiction writing into sections with a clear introduction and supporting facts.</p> <p>S6 Organizing information into sections with headings and supporting details.</p> <p>S7 Revising and editing writing for clarity, conventions, and organization.</p> <p>S8 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.</p> <p>S9 Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.</p>
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