



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.*

	<b>Units of Study in Poetry, Opinion, Information, and Narrative Writing</b>
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	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
	<p><i>Writing Units of Study</i> enables the close examination of four writing genre types consisting of Narrative, Opinion, Information, and Poetry. Within each unit of study, mini-lessons are given to ensure students' optimal understanding of each writing genre. Across the units, students will delve into authors' studies, understand and apply writing craft and techniques, and put it all into practice when writing independently. In <i>Lessons from the Masters: Improving Narrative Writing</i>, students will learn to take small moments and stretch them out to form larger, more detailed narratives. In <i>Lab Reports and Science Books</i> (Unit 2), students will use the scientific process, examine science mentor texts, conduct experiments, and write lab reports in order to express a deeper understanding of scientific information. In unit 3, <i>Writing About Reading</i>, students will learn to gather text information in order to develop well-crafted opinion essays about what they are reading. In the final unit (Unit 4), students will examine elements of poetry in <i>Poetry: Big Thoughts in Tiny Packages</i>. It is here that students will really examine and practice elements of language and style. Throughout each unit, students will feel empowered to craft wonderful stories and add to their repertoire of writing</p>					
	<p><i>Pre-Assessments (On-Demand Performance Assessments) conducted prior to each Unit of Study and Post-Assessments conducted at the completion of each Unit of Study:</i></p> <ul style="list-style-type: none"> <li>• For Narrative Writing (refer to page 182 in <i>Writing Pathways</i>)</li> <li>• For Information Writing (refer to page 128 in <i>Writing Pathways</i>)</li> <li>• For Opinion/Argument Writing (refer to page 86 in <i>Writing Pathways</i>)</li> </ul> <p><i>Scoring Procedures:</i></p> <ul style="list-style-type: none"> <li>• Primary Scoring Rubric (CD-ROM)</li> <li>• Learning Progression (<i>Writing Pathways</i> pp. 82, 124, 178)</li> <li>• Student Checklists (<i>Writing Pathways</i> pp. 92, 134, 188)</li> </ul> <p><b>**For Additional Performance Assessments and Scoring Rubrics see <i>Writing Pathways</i>, CD-ROM, and also refer to the "Assessment" section in "Reference Binder"</b></p>					

	<p><i>Writing Units of Study Complete Kit Consisting of:</i></p> <ul style="list-style-type: none"> <li>• Narrative, Information, Opinion, and Poetry Units</li> <li>• <i>Writing Pathways (Grades k-5)</i> text</li> <li>• <i>A Guide to the Common Core Writing Workshop (Primary Grades)</i></li> <li>• <i>If...Then...Curriculum (Assessment Based Instruction)</i></li> <li>• Trade Book Texts: <i>Owl Moon</i>, <i>Forces and Motion</i>, <i>Old Elm Speaks</i>, and <i>The Leaving Morning</i> • CD-ROM (Here you will have access to student samples, anchor charts, checklists, and scoring rubrics)</li> </ul> <p><i>Additional Materials:</i></p> <ul style="list-style-type: none"> <li>• Reference Binder</li> <li>• Conferring Toolkit</li> <li>• Teacher selected materials (i.e. student writing folders)</li> </ul>
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## Teaching

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

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	Gretchen Gerber/Christine Gehringer
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**Written: August 2016**

**Revised: August 2024**

**BOE Approval:**

## **Unit Title:** *Lessons from the Masters: Improving Narrative Writing*

**Unit Description:** In this unit, students will examine and partake in the writing of narrative stories developed from “Small Moments” in their lives. Students will take their small moment story ideas (potentially derived from the happenings in their everyday lives as second graders) and expand them into well developed and descriptive narrative writing pieces. This unit is broken into “Bends” such that each bend will consist of a different portion and goal rather for students to learn about narrative writing.

*Bend I:* Students will learn to take their “Small Moment” ideas and stretch them to consist of more detail. Students will take a closer look at the minute details in their writing in order to tell their story a bit at a time. In addition, students will develop the skills to draft and write powerful story beginnings and endings that will capture their reader from the very start until the final pages of their stories.

*Bend II:* Students will begin to study other authors and develop a sense of purpose for their own writing. It is here that students will closely examine mentor texts to identify and use author’s craft—crossing it over to their independent writing pieces. Students will also learn, like other writers do, to revise as they write—taking something new that they learned and applying it at the start of each writing day (or even as they go). Together, the class will discuss and discover together the many details and craft moves that their favorite authors often use so that they too can learn from the familiar masters of writing themselves and why it is they do these things. Toward the end of bend two, students will have the knowledge to take what they learned throughout the bend and apply it to their own writing with revision.

*Bend III:* In this final bend in the unit, students will take all that they have learned and really apply it to their independent writing. As students work toward greater independence, they will draw upon the connections from the authors they have studied and pay careful attention to the details in their writing as they write, revise, and edit on their own with intentions of making their story as thoughtful as it can be.

*Celebrations:* You will find that at the end of each bend, there will be a “celebration” portion where students may be asked to showcase or discuss and/or identify parts of their writing to an intended audience in some way.

**Unit Duration:** 19 Sessions (Marking Period One)

\*\*Note: Although mini-lessons are broken into “sessions,” that is not representative of each daily lesson for some sessions may span across several days.

### **Desired Results**

**NJSLSA Standard(s):**

**Essential Standards:** (Writing) W.NW.2.3., W.WP.2.4., W.SE.2.6

(Reading) RL.CR.2.1., RL.TS.2.4., L.RF.2.4., L.VI.2.3., RL.MF.2.6., RL.IT.2.3., L.RF.2.3.

(Speaking and Listening) L.WF.2.2., L.WF.2.3., SL.PI.2.4., SL.ES.2.3., SL.AS.2.6., SL.PE.2.1.

(Language) L.WF.2.1., L.WF.2.2., L.WF.2.3., L.KL.2.1.

**Secondary Standards:** (Writing) W.SE.2.6, W.RW.2.7, W.WR.2.5.

(Reading) RL.IT.2.3., L.RF.2.4., RL.CI.2.2., RL.IT.2.3.

(Language) L.VI.2.3.

**Indicators:**

- Students will take details, thoughts, and actions derived from experiences and/or events in order to narrate a story with accurate sequencing and a sense of closure.
- Students will develop their writing through the support of peers and adults throughout the revising and editing process.
- Students will develop characters, plot, and story elements through a sequence of events.
- Students will use details, craft, events, and characters in order to convey life or imaginative experiences through narrative writing.
- Students will gather information, recall events, and use details to develop narrative writing.
- Students will collaborate, discuss, and question stories with partners and in small groups to clarify and strengthen writing as needed.

**Understandings:**

*Students will understand that...*

- Story ideas can be generated for writing by stretching out small moments (from happenings in our own lives) and magnifying them in order to write with detail.
- Authors can be used as mentors for writing in order to revise and craft powerful endings.
- Re-reading writing is essential in making our writing clear.
- Setting goals for writing can provide a plan for independent writing time.

**Essential Questions:**

- How can we use authors as mentors and inspiration for our writing?
- How can we use craft moves (i.e. imagery, tension, and literary language) in our writing?
- How can we study authors independently?

### Assessment Evidence

**Performance Tasks:***Daily Tasks*

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

*Performance Tasks*

- “On-Demand Writing”
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

**Other Evidence:**

*Other examples of quick assessments (vary by teacher)*

- Quick Writes
- Conference Notes
- Anecdotal Records
- Student Checklists

**Benchmarks:**

On demand Post Assessment, unit 1 as noted in Writing Pathways pp. 182 (Narrative), and also, as described in the Writing Binder.

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes

**Share:** Approximately 5-10 minutes

**Learning Activities:**

*Throughout the unit, writers will...*

**Plan for writing:**

- Touch and tell stories across pages of writing booklets.
- Sketch pictures to plan a beginning, middle, and end that corresponds with the pictures
- Use “Tiny Topic” notepads to brainstorm ideas for writing
- “Turn and Talk” to partners describe how stories will go

**Draft their writing:**

- Write sentences across pages reflective of a structured story

**Revise their writing:**

- Revise and add more by asking Who? Where? When? What? How?.
- Read aloud their writing to a partner and use a checklist to revise.
- Use authors as mentors to incorporate more thoughtful craft and concepts to their writing
- Re-read writing in order to ask themselves, “Can I add more here? Or say this in a different way for the reader to better understand?”

**Edit their writing:**

- Read aloud their writing to a partner and use checklist to edit for capitals, punctuation and spelling. • Use spelling strategies; slide through, snap words, word wall and using little words to be brave and spell words independently.

**Publish their writing:**

- Add cover page and ending page to “fix up” for publication and celebration.

**Resources:**

Writing Units of Study: *Lessons from the Masters: Improving Narrative Writing*, District Writing Binder (For Narrative Writing), CD-ROM (consisting of sample anchor charts, student writing samples, student checklist for narrative writing, and Primary Scoring Rubric for Narrative Writing), *Writing Pathways, If..Then..Curriculum, A Guide to the Common Core Writing Workshop*, See “Getting Ready” portion at the start of each session (\*\*refer to page 2 in narrative unit “Getting Ready” for example).

**Unit Modifications for Special Population Students**

<p><b>Advanced Learners</b></p>	<p>Pull small strategy groups consisting of a few students who would benefit from the focus of a similar task (i.e.-taking it a step further through the development of more and different craft moves or introduce students to the development of paragraphs versus pages in writing).</p> <p>Encourage parts of their writing to be taken a step further from small moments by telling portions of their story “bit by bit (reflective of the third grade narrative checklist).</p> <p>Conduct individual conferences to set goals for writers that are reflective of a more challenging task (i.e. bringing stories to life by including characters thinking, learning how to write more complex sentences, using transitions that are more reflective of a lapse of time, etc.).</p> <p><b>**Examples taken from progression in <i>Writing Pathways</i>. Suggested use of the writing progression and student checklists (in CD-ROM as well as in <i>Writing Pathways</i>) to teach students where they are versus grade specific tasks.</b></p>
<p><b>Struggling Learners</b></p>	<p><b>**Refer to <i>If..Then</i> text for individual and small group student needs</b></p> <p>Modifications include paper choices, small grouping, individual conferencing, emphasis on high-volume writing (writing everyday), and reference to student checklist and writing progressions to meet the needs of where students fall according to the progression in order to modify instruction to meet individual needs and goals.</p> <p>[Examples might include (As taken from <i>If...Then</i> text): “If the writer usually adds to his writing rather than takes things away, then teach students to revise, asking themselves, ‘Does this belong in my story? Does it make sense?’ (p.89).”]</p>
<p><b>English Language Learners</b></p>	<p>This program supports the use of balanced literacy whereas incorporation of small group, individual conferencing, shared writing, and interactive writing are all essential to young writers, including English Language Learners.</p> <p>Small group interactive writing supports emergent writers to transfer skills to their own writing, paper selection supports tiered choices, and individual conferencing and small groups that include modeling and more specifically modeling through “touch and tell” as well as incorporation of “sketches” to plan story writing support the English Language Learner.</p> <p>In addition, creating “print-rich” classrooms where students have access to see writing throughout multiple texts either independently, in small group, or whole group instruction where the focus is on how writers write, develop vocabulary and word choices, as well as form sentences in such a way that makes sense to what they want their audience to know support the English Language Learner and the transfer of such skills.</p>
<p><b>Special Needs Learners</b></p>	<p>The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction (i.e. if the students are able to master telling a story with pictures (as it falls on the writing progression), then you are going to want to work with the student to develop writing to include telling, drawing, and paper to pencil writing— which is more conclusive to the the next grade level standard (as in <i>Writing Pathways</i>, pp.178-181)).</p> <p><b>**Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)</b></p>

## Interdisciplinary Connections

**Indicators:**

**Writing Standards:**

**W.NW.2.3.** Write narratives based on real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C. Use transitional words to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.

**W.WP.2.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**A.** Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

**W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

**W.SE.2.6** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

**Reading Standards:**

**RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a **literary** text, referring explicitly to the text as the basis for the answers.

**RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.

**RL.TS.2.4.** Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

**RL.MF.2.6.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

- *Through incorporation of literature within mini-lessons, small groups, and conferring, students will develop reading skills necessary to incorporate in writing (i.e. story structure, character development, events,*



*sequencing, word choice, etc.).*

### **Speaking and Listening Standards:**

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.

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

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- *Writing Workshop provides multiple opportunities for partner talk and discussion where students will use literature and stories to develop and clarify writing as necessary to strengthen writing.*

### **Language Standards:**

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

- *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing.*

**Indicators:**

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them. • *In the teaching of rules and procedures, students will learn the use of resources as tools to writing.*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop narrative writing skills, it will enable them to produce writing as communication for future needs.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *In the development of narrative writing, students will write for intended audiences.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Teaching students where they are according to the writing progression will enable success in all learners and at various levels.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

**Unit Title:** *Poetry: Big Thoughts in Small Packages*

**Unit Description:** In this unit, students will discover a new type of writing when they experiment and learn the language of poetry. Students will see similarities in this genre as they create poems stemming from many small moments (reflective of that in narrative writing).

*Bend One:* In the first bend, students will become familiar with poetry as they read and discuss the works of several poetry pieces. Students will read poems with an ear for the rhythm that poetry presents. In addition, you may gather several other poems that shine a light on structure, language, metaphors, word choice, and even line breaks so that students can transfer such characteristics of poetry to their independent work.

*Bend Two:* In the second bend, students will have more opportunity to delve into their own independent writing, while incorporating all that they have learned and loved from the previous bend. Students will also gather selective poems where they have noted things that poets do well (i.e. precise words, repetition, strong feeling, etc.). Throughout the mini lessons, you will also notice there is much emphasis placed on precise language and comparisons for poets often span lines of metaphors over several pages. It is also in bend two that students will be challenged to try something new that they may or may not have ever tried in their writing before.

*Bend Three:* While bend three will continue the work to discover what poets do so well and how to incorporate that into independent writing, there is a larger focus on poetic structure. Students will observe and reflect on how a poet puts his/her poem together. Students will learn ways to structure their own poem to convey meaning (whether that be through structures that are story-like, lists, conversation, etc.). In bend three, students will also have a chance to experiment with point of view (reflective of the second grade language arts standard). Finally, when all this work is "finished," students will carefully revise and edit their poems, paying careful attention to the details and language that poetry presents.

**Unit Duration:** 17 Sessions (Marking Period 2)

\*\*Note: Although mini-lessons are broken into "sessions," that is not representative of each daily lesson for some sessions may span across several days.

### Desired Results

**NJSLSA Standard(s):**

**Essential Standards:** (Writing) W.NW.2.3., W.WP.2.4.

(Reading) L.RF.2.4., L.VI.2.3., L.RF.2.3., L.RF.2.4., RL.PP.2.5.

(Speaking and Listening) SL.PE.2.1., SL.PI.2.4.

(Language) L.VI.2.3., L.KL.2.1., L.WF.2.3.

**Secondary Standards:** (Writing) W.SE.2.6, W.RW.2.7.

(Reading) RL.CR.2.1.

**Indicators:**

- Students will use characteristics of narrative writing (i.e. details, thoughts, feelings, word choice, sense of closure) to develop stronger poetic writing pieces.
- Students will develop writing by incorporating descriptions of actions, thoughts, situations, and details in their poems.
- Students will get support from adults and peers in the revision and editing process in order to strengthen writing as needed.

**Understandings:***Students will understand that...*

- Seeing with a “Poets’ Eyes (noticing line breaks, repetition, word choices, etc. in other poetry examples)” enables writers to develop stronger independent poetry pieces.
- Ideas for poetry can stem from strong feelings, concrete details, and powerful thoughts.
- Specific characteristics of poetry are important (language choices, repetition, mood, comparisons, etc.) to make poems stronger.
- Authors of poetry serve as mentors for structure, feelings, and point of view in our own writing.
- Editing and revising writing is essential in making our writing clear to readers.

**Essential Questions:**

- How can we see with “Poets’ Eyes”?
- How can we experiment with language and sound to create meaning?
- How can we structure our writing to reflect a stronger meaning?

**Assessment Evidence****Performance Tasks:***Daily Tasks*

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

*Performance Tasks*

- “On-Demand Writing”
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

**Other Evidence:***Other examples of quick assessments (vary by teacher)*

- Quick Writes
- Conference Notes
- Anecdotal Records
- Student Checklists

**Benchmarks:**

Post On- Demand Assessment (given at the end of each unit); scoring using Development and Conventions portion of the scoring rubric and student checklist.

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes

**Share:** Approximately 5-10 minutes

**Learning Activities:**

*Throughout the unit, writers will...*

**Plan for writing:**

- Use “Tiny Topic” notepads to brainstorm ideas for writing
- “Turn and Talk” to partners describing ideas for poetry

**Draft their writing:**

- Write sentences across pages with line breaks reflective of that from a poem

**Revise their writing:**

- Revise and add more by asking Who? Where? When? What? How?.
- Read aloud their writing to a partner and use a checklist to revise.
- Use authors as mentors to incorporate more thoughtful craft and concepts to their writing
- Re-read writing in order to ask themselves, “What comparisons can I add to my poem?”

**Edit their writing:**

- Read aloud their writing to a partner and use checklist to edit for capitals, punctuation and spelling.
- Use spelling strategies; slide through, snap words, word wall and using little words to be brave and spell words independently.

**Publish their writing:**

- Add cover page and ending page to “fix up” for publication and celebration.

**Resources:** Writing Units of Study: *Poetry: Big Thoughts in Small Packages*; District Writing Binder, CD-ROM (consisting of sample anchor charts, student writing samples, student checklists, and Primary Scoring Rubric), *Writing Pathways, If...Then...Curriculum, A Guide to the Common Core Writing Workshop*, See “Getting Ready” portion at the start of each session

### Unit Modifications for Special Population Students

**Advanced Learners**

Pull small strategy groups consisting of a few students who would benefit from the focus of a similar task (i.e.-craft and structure).

Encourage parts of their writing to be taken a step further by the incorporation of different points of view and detailed comparisons to convey a deeper meaning.

Conduct individual conferences to set goals for writers that are reflective of a more challenging task (i.e. bringing poems to life by incorporating strong words, learning how language and tone enables readers to better understand the meaning of our poems, etc.).

\*\*More examples taken from progression in *Writing Pathways* (Narrative Progression). Suggested use of the writing progression and student checklists (in CD-ROM as well as in *Writing Pathways*) to teach students where they are versus grade specific tasks.

<p><b>Struggling Learners</b></p>	<p><b>**Refer to <i>If..Then</i> text for individual and small group student needs</b></p> <p>Modifications include paper choices, small grouping, individual conferencing, emphasis on high-volume writing (writing everyday), and reference to student checklist and writing progressions to meet the needs of where students fall according to the progression in order to modify instruction to meet individual needs and goals.</p> <p>[Examples might include (As taken from <i>If...Then</i> text): “If the writer rarely adds to writing without prompting and support, then then teach students to re-read their writing in order to ask themselves, ‘What else happened in this part?’ (p.88).”]</p> <p>Use authors as mentors for students to see how poets structure their writing and incorporate strong language and thoughtful choices to make their writing stronger (i.e. noticing why they chose certain words, why they used line breaks, noticing the tone— how the author must have felt, etc.).</p>
<p><b>English Language Learners</b></p>	<p>This program supports the use of balanced literacy whereas incorporation of small group, individual conferencing, shared writing, and interactive writing are both essential to young writers including English Language Learners.</p> <p>Small group interactive writing supports emergent writers to transfer skills to their own writing.</p> <p>Individual/ small group conferencing that includes modeling and “think alouds” to observe what choices a poet makes so that it can be transferred to independent writing (i.e. “I am noticing that this poet chose to include this word more than once... I think the author did this because it represents something very important in his/her poem...”).</p> <p>In addition, creating “print-rich” classrooms where students have access to see writing (and more specifically, various types of poems) throughout multiple texts either independently, in small group, or whole group instruction where the focus is on how writers write, develop vocabulary and word choices, as well as form sentences in such a way that makes sense to what they want their audience to know support the English Language Learner and the transfer of such skills.</p>
<p><b>Special Needs Learners</b></p>	<p>The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction [i.e. if the students are able to form ideas for poetry, but not yet structures writing to include line breaks, then you may want to use mentor texts (poems) that show how line breaks are important in poetry to maintain rhythm so that the student can transfer this to his/her own poetic writing].</p> <p><b>**Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)</b></p>

**Interdisciplinary Connections**

**Indicators:**

**Writing Standards:**

**W.AW.2.1.** With prompts and support, write opinion pieces to present an idea with reasons and information

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

**W.WP.2.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**A.—**Identify audience and purpose before writing.

- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

**W.SE.2.6** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

**W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

**Reading Standards:**

**L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. **Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).**
- G. **Identify the parts of high-frequency words that are regular and the parts that are irregular.**

**L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - *Through incorporation of mentor texts (i.e. examples of poetry), students will draw a connection to what authors choose to do in their writing (points of view, structure choice, etc.) to characteristics they can include in their own poems.*

**Speaking and Listening Standards:**

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- *Students will view and discuss poetry with peers to develop conversations regarding a poet's decision to make choices that make their poems stronger and more meaningful.*

**Language Standards:**

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing poetry.*



**Indicators:**

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them. • *In the teaching of rules and procedures, students will learn the use of resources as tools to writing.*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop poetic writing skills, it will enable them to produce writing as communication for future needs.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *In the development of poetic writing, students will write for intended audiences.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Teaching students where they are according to the writing progression will enable success in all learners and at various levels.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

**Unit Title:** *The How-To Guide for Non-Fiction Writing*

**Unit Description:** In this unit, students will delve into another type of writing: Information. Through the writing of chapter books, students will learn more about the kind of writing that goes into an information topic and practice this type of writing on their own.

*Bend I: "Writing Lots of Nonfiction Books Quickly"* In this bend students will write a lot of nonfiction books. They will spend no more than one or two days on each book. After they have several books written you will teach them to set goals for their writing.

*Bend II:* The second bend is called "Writing for an Audience," for students will be doing just that— by choosing both a topic and an audience for their books.. Students will think about information their audience will need to know about their topic. Students will also have the opportunity to work together and communicate in small groups in an attempt to have some of their questions answered. As students become more confident, they should feel that they are able to write nonfiction books independently by the end of this bend. They will need to reread their books and consider if they have answered all the questions their readers may have.

*Bend III: "Writing Nonfiction Books of All Kinds"* In the final bend of this unit, students will learn that nonfiction books can present information in many ways. Students will learn about question-answer and how-to books. Students will provide each other with feedback to improve their books before publishing.

**Unit Duration:** 19 Sessions (Marking Period 3)

**\*\*Note:** Although mini-lessons are broken into "sessions," that is not representative of each daily lesson for some sessions may span across several days.

### Desired Results

**NJLSA Standard(s):**

**Essential Standards:** (Writing) W.WR.2.5., W.WP.2.4., W.SE.2.6, W.IW.2.2

(Reading) RI.PP.2.5., RI.MF.2.6., RI.CR.2.1., RI.CI.2.2., RI.IT.2.3., RI.TS.2.4.

(Speaking and Listening) SL.PI.2.4, SL.II.2.2., SL.ES.2.3., SL.PE.1.1., SL.PI.2.4., SL.UM.2.5., SL.AS.2.6.

(Language) L.WF.2.3., L.VI.2.3., L.VL.2.2., L.KL.2.1., L.VL.2.2.

**Secondary Standards:** (Reading) RI.AA.2.7., L.RF.2.4., RI.TS.2.4., L.RF.2.3., L.RF.2.4.

**Indicators:**

- Students will participate in collaborative writing projects in order to discuss and gather research for writing. • Students will develop informative writing to include an introduction, facts and details, as well as a conclusion to strengthen writing.
- Students will improve informative writing through revising and editing with support.
- Students will focus on an informative topic and include details such as facts, definitions, and/or sketches (illustrations) to support comprehension.
- Students will gather information for writing by drawing upon background knowledge and taking notes from both print and digital sources.
- Students will strengthen writing with the incorporation of linking words (i.e. another, also, and, more, but, etc.) in order to categorize information and incorporate details.
- Students will collaborate, discuss, and question experiments with partners and in small groups to clarify and strengthen writing as needed.

**Understandings:**

*Students will understand that...*

- Information can be gathered through various sources including that of mentor texts and experiments.
- Mentor texts can be studied and discussed to develop procedural writing skills.
- Writers can draw upon all that they know and have learned to research and write about new experiments.
- Compare their writing and results to the results of others to consider and develop new questions worth writing about.
- Revising and editing is an essential part in making informative writing strong and understandable to the reader.

**Essential Questions:**

- How can we write as scientists do?
- How can we write in such a way that teaches others of our discoveries?
- How can we take our research and information and compare it to everyday experiences?

**Assessment Evidence****Performance Tasks:***Daily Tasks*

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

*Performance Tasks*

- “On-Demand Writing”
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

**Other Evidence:**

*Other examples of quick assessments (vary by teacher)*

- Quick Writes
- Conference Notes
- Anecdotal Records
- Student “conclusion” pages resulting from experiments
- Student Checklists

**Benchmarks:**

Post On-Demand Assessment for Information Writing in *Writing Pathways* pp. 128; scoring rubric.

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes **Share:** Approximately 5-10 minutes

**Learning Activities:**

*Throughout the unit, writers will...*

**Plan for writing:**

- Touch and tell writing (sections of informative text) across pages of writing booklets.
- Sketch pictures to plan sections of writing
- “Turn and Talk” to partners describe sections for informative writing

**Draft their writing:**

- Write sentences across pages reflective of an information booklet

**Revise their writing:**

- Revise and add more by asking Who? Where? When? What? How?.
- Read aloud their writing to a partner and use a checklist to revise.
- Use authors as mentors to incorporate more thoughtful craft and concepts to writing
- Re-read writing in order to ask themselves, “Can I add more here? Or say this in a different way for the reader to better understand?”

**Edit their writing:**

- Read aloud their writing to a partner and use checklist to edit for capitals, punctuation and spelling. • Use spelling strategies; slide through, snap words, word wall and using little words to be brave and spell words independently.

**Publish their writing:**

- Add cover page and ending page to “fix up” for publication and celebration.

**Resources:**

Writing Units of Study: *Lab Reports and Science Books*, District Writing Binder (For Information Writing), CD-ROM (consisting of sample anchor charts, student writing samples, student checklist for information writing, and Primary Scoring Rubric for Information Writing), *Writing Pathways, If..Then..Curriculum, A Guide to the Common Core Writing Workshop*, See “Getting Ready” portion at the start of each session.

**Unit Modifications for Special Population Students**

**Advanced Learners**

Pull small strategy groups consisting of a few students who would benefit from the focus of a similar task (i.e.-incorporation of vocabulary supportive of scientific topics (“expert” language)).

Encourage parts of their writing to be taken a step further from teaching readers some important points about a topic to reflect that of a writer who can teach readers different things through the incorporation of not only facts, but also details, quotes, and ideas.

Conduct individual conferences to set goals for writers that are reflective of a more challenging task (i.e. explanations of facts, details, and observations, organizing information into subtopics, and choosing vivid comparisons to clarify meaning)

\*\*Examples taken from progression in *Writing Pathways*. Suggested use of the

	<p>writing progression and student checklists (in CD-ROM as well as in <i>Writing Pathways</i>) to teach students where they are versus grade specific tasks.</p>
<b>Struggling Learners</b>	<p><b>**Refer to If...Then text for individual and small group student needs</b></p> <p>Modifications include paper choices, small grouping, individual conferencing, emphasis on high-volume writing (writing everyday), and reference to student checklist and writing progressions to meet the needs of where students fall according to the progression in order to modify instruction to meet individual needs and goals.</p> <p>Examples from information writing might include: If students are not familiar with the scientific process to writing, then teachers will have to support students more so within the incorporation of science lab reports (i.e. more modeling and use of mentor text that displays how it is a scientist organizes his/her information).</p> <p>If students are struggling to incorporate scientific topics surrounding that of everyday occurrences (i.e. how forces and motion can be applied to the playing of soccer), teachers might consider teaching students or small groups of students how we can still enlighten audiences about topics we know a lot about in an informative way (more traditional informative writing)</p> <p>If science topics and experiments are not reflective of science experiments already taught in the grade level (i.e. forces and motion), teachers might consider science topics and experiments aligned with the science topics that are taught (you may choose to pick a different science topic).</p>
<b>English Language Learners</b>	<p>This program supports the use of balanced literacy whereas incorporation of small group, individual conferencing, shared writing, and interactive writing are all essential to young writers including English Language Learners.</p> <p>Creating “print-rich” classrooms for students to have access to scientific writing and drawings to support the organization, details, sketches, and vocabulary reflective of science lab reports.</p> <p>Gradual release of responsibility to allow students to see and understand how this type of writing is organized and developed ultimately leading students to asking questions and writing lab reports independently.</p> <p>Incorporating illustrations to support materials that English Language Learners will need to use for the experimentation portion of writing lab reports.</p>
<b>Special Needs Learners</b>	<p>The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction (i.e. if the students are able to tell what his/her topic is, then he/she would be ready to name the topic by getting the readers attention (as in <i>Writing Pathways</i>, pp.124-125)).</p> <p><b>**Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)</b></p>

**Interdisciplinary Connections**

**Indicators:**

**Writing Standards:**

**W.IW.2.2** Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

**W.WP.2.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**A.—**Identify audience and purpose before writing.

- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

**W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

**W.SE.2.6** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

**W.RW.2.7.** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

**Reading Standards:**

**RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

**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).

**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.

**RI.TS.2.4.** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

**RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

**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. 🌱

**RI.AA.2.7.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

- *Through the incorporation of mentor texts and discussions surrounding scientific and informative writing, students will transfer observations regarding the organization and characteristics of informative writing to their own independent writing.*

### **Speaking and Listening Standards:**

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.

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

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- *Students will view and discuss poetry with peers to develop conversations regarding a poet's decision to make choices that make their poems stronger and more meaningful.*

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.

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.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- *Writing Workshop provides multiple opportunities for partner talk and discussion where students will use literature and stories to develop and clarify writing as necessary to strengthen writing.*

### **Language Standards:**

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

• *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing.*

**Science Standards:**

3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

- *This particular unit uses concepts reflective that of third grade next generation standards that enables students to use concepts taught regarding forces and motion and how it applies to scientific experiments and scientific (and informative) writing.*



**Indicators:**

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to writing and scientific experiments.*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop informative writing skills, it will enable them to produce writing as communication for future needs.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *In the development of informative writing, students will write for intended audiences.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups (through experiments) as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Teaching students where they are according to the writing progression will enable success in all learners and at various levels.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

**Unit Title:** *Writing About Reading: Opinion*

**Unit Description:** This unit is very unique in that students will not only be writing opinion pieces, but will use literature to heavily influence their opinions of familiar books and characters.

*Bend I:* Within the first bend, students will begin to develop their stamina of letter writing as they develop opinions about what it is they are reading. Students will also learn how to state their opinion in such a way that the audience clearly sees their opinion. Students will also use revision as a way to make their writing clear and thoughtful.

*Bend II:* In Bend II, students will rely heavily on their text and its characters to formulate more opinions of what they are reading (supported with lots of details). This bend will cross over into reading such that students will have opportunity to close read text for information as well as use the skills they may do in reading to take notes and gather text evidence supportive of their opinions. It is here also that students will have opportunity to examine texts not only for details and examples, but for grammar conventions as well. Students will participate in an inquiry where they will observe unique ways in which authors use punctuation to convey better meanings. All of this work will support the developments of student opinion letters.

*Bend III:* Bend III will transition from opinion letter writing to a format more reflective of a typical opinion essay. Students will write essays that work to persuade audiences of their opinions (and using all they have gathered along the way to continue writing about books). Students will incorporate persuasive language in their writing and continue to support opinions using reasons and examples. In addition, students will have opportunities to incorporate quotations as well as comparisons in order to make their opinions that much stronger. Lastly, students will put themselves in the shoes of a true book reviewer as they develop awards for the texts that they love so much, enabling audiences to come and read their reviews during the final celebration.

### **Unit Duration: 19 Sessions (Marking Period 4)**

**\*\*Note:** Although mini-lessons are broken into “sessions,” that is not representative of each daily lesson for some sessions may span across several days.

## **Desired Results**

### **NJSLSA Standard(s):**

**Essential Standards:** (Writing) W.AW.2.1., W.WP.2.4.

(Reading): RL.CR.2.1., RL.IT.2.3., RL.MF.2.6., L.VI.2.3., RL.TS.2.4.

(Speaking and Listening) SL.PI.2.4., SL.II.2.2., SL.UM.2.5.

(Language) L.WF.2.2., L.WF.2.3., L.KL.2.1.

**Secondary Standards:** (Writing) W.WR.2.5., W.SE.2.6

(Reading) L.RF.2.4., RL.CI.2.2., L.RF.2.4., L.RF.2.3.

(Speaking and Listening) SL.PE.2.1., SL.ES.2.3.

### **Indicators:**

- Students will formulate opinions and organize writing by incorporating opinion statements, reasons, linking words (i.e. because, and, also, etc.), and conclusions.
- Students will improve informative writing through revising and editing with support.
- Students will collaborate with peers in order to discuss opinions and details to aid in the publication of opinion writing.

**Understandings:***Students will understand that...*

- Writers generate ideas by sharing opinions about characters and studying illustrations from the text. • Retelling important parts from the story can make opinions stronger.
- It is important to keep an audience in mind when writing opinions.
- Writers read closely in a text to gather more evidence to support written opinions.
- An author's use of conventions can be studied in order to apply it to independent writing.
- Using quotations from the text can support opinions.
- Incorporating powerful introductions and conclusions captivates our reader.
- Goals can be set to strengthen writing.

**Essential Questions:**

- How does letter writing help us communicate differently than other writing types?
- How can we raise the level of letter writing?
- How can we give our favorite texts and authors recognition?

**Assessment Evidence****Performance Tasks:***Daily Tasks*

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

*Performance Tasks*

- "On-Demand Writing"
- Pre- and Post Assessments

\*\*It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning.

**Other Evidence:***Other examples of quick assessments (vary by teacher)*

- Quick Writes
- Conference Notes
- Anecdotal Records
- Student "Stop and Jot" post-it notes
- Student Checklists

**Benchmark:** Post on-Demand Assessment, given at the end of the unit, as indicated in *Writing Pathways* pp.86 (Opinion); scoring rubric.

All sessions follow the following format:

**Mini-lesson:** Approximately 10 minutes

**Student independent writing time with teacher conferences and small group strategy work:** 25-30 minutes **Share:** Approximately 5-10 minutes

**Learning Activities:**

*Throughout the unit, writers will...*

**Plan for writing:**

- Use reading notes (post-it “jots”) to stretch ideas for opinions
- “Turn and Talk” to partners describe opinions of characters, books, and illustrations

**Draft their writing:**

- Write sentences across pages reflective of a structured opinion piece

**Revise their writing:**

- Revise and add more by asking Who? Where? When? What? How?.
- Read aloud their writing to a partner and use a checklist to revise.
- Use authors as mentors to incorporate more thoughtful craft and concepts to their writing
- Re-read writing in order to ask themselves, “Can I add more here? Or say this in a different way for the reader to better understand?”

**Edit their writing:**

- Read aloud their writing to a partner and use checklist to edit for capitals, punctuation and spelling. • Use spelling strategies; slide through, snap words, word wall and using little words to be brave and spell words independently.

**Publish their writing:**

- Add cover page and ending page to “fix up” for publication and celebration.

**Resources:**

Writing Units of Study: *Writing About Reading: Opinion*, District Writing Binder (For Information Writing), CD-ROM (consisting of sample anchor charts, student writing samples, student checklist for information writing, and Primary Scoring Rubric for Information Writing), *Writing Pathways, If..Then..Curriculum*, *A Guide to the Common Core Writing Workshop*, See “Getting Ready” portion at the start of each session.

**Unit Modifications for Special Population Students**

<p><b>Advanced Learners</b></p>	<p><i>**It should be noted that this writing unit is heavily influenced by reading instruction, therefore modifications may need to be made in reading to support the opinions of books and characters in writing.</i></p> <p>Pull small strategy groups consisting of a few students who would benefit from the focus of a similar task (i.e.-incorporation of quotations at an earlier point in the bend to support opinions, using language better supportive of opinion writing (i.e. phrases like, “trust me,” “believe me,” “I know a (trait) character when I see one because...” etc.), incorporating opposite opinions to strengthen credibility--conveying both sides in opinion essays, using thoughtful word choices to highlight our author’s voice (more personable in terms of letter writing), and/or incorporating comparisons to clarify opinions).</p> <p>Encourage parts of their writing to be taken a step further from the use of student checklists and writing progression: (i.e. When teaching students to write introductions that set the reader up to hear details of opinions, direct students to do so in a way to hook the reader right away (by asking a question for example) as well as incorporating why this opinion matters and including interesting facts and background that the audience may not otherwise know (conducive to grade 3-4 progression)).</p> <p>Incorporating different checklists representative of the goals that the student is working on (not each student needs to have the same checklist).</p> <p><i>**Some examples taken from progression in <i>Writing Pathways</i>. Suggested use of the writing progression and student checklists (in CD-ROM as well as in <i>Writing Pathways</i>) to teach students where they are versus grade specific tasks.</i></p>
<p><b>Struggling Learners</b></p>	<p><i>**Refer to <i>If..Then</i> text for individual and small group student needs</i></p> <p>Modifications include paper choices, small grouping, individual conferencing, emphasis on high-volume writing (writing everyday), and reference to student checklists and writing progressions to meet the needs of where students fall according to the progression in order to modify instruction to meet individual needs and goals. (Examples from opinion writing might include: If students are not familiar with the organization of opinion essays, teachers may need to teach lessons that will support this (i.e. incorporation of a lesson on remembering the acronym “Oreo—Opinions, reasons, examples, opinion”).</p> <p>Provide text and materials reflective of students reading level: If struggling readers do not have the same volume of texts read in order to support how much writing they will do, then it might be suggested to use familiar texts and characters read in small group reading or whole class read alouds to use for the development of opinions in writing.</p>

<p><b>English Language Learners</b></p>	<p>This program supports the use of balanced literacy whereas incorporation of small groups, individual conferencing, shared writing, and interactive writing are both essential to young writers including English Language Learners.</p> <p>Creating “print-rich” classrooms for students to have access to books on guided and/or independent reading levels (including illustrations to support the idea of writing about opinions of illustrations (found in bend two)).</p> <p>Pull small groups of students during reading instruction (guided reading) to work together on the development of characters and opinions that can be stretched during writing time to include multiple sentences and/or pages.</p> <p>Gradual release of responsibility to allow students to see and understand how this type of writing is organized and developed ultimately leading students to developing opinions about books independently.</p> <p>Modifications of student checklists to incorporate illustrations and examples for student goals.</p>
<p><b>Special Needs Learners</b></p>	<p>The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction (i.e. if the students are able to state his/her opinions, then</p>

	<p>he/she is ready to incorporate reasons to support those opinions (as in <i>Writing Pathways</i>, p. 87)).</p> <p>**Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)</p>
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**Interdisciplinary Connections**

## Indicators:

### Reading Standards:

**RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a **literary** text, referring explicitly to the text as the basis for the answers.

**RL.IT.2.3.** Describe how characters in a story respond to major events and challenges using key details within a text.

**RL.TS.2.4.** Describe the overall structure of a text, including how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

**RL.MF.2.6.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**L.RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**L.VI.2.3.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- C. **Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

• *Through incorporation of literature within mini-lessons, small groups, and conferring, students will develop reading skills necessary to incorporate in writing (i.e. story structure, character development, events, sequencing, word choice, etc.).*

**RL.CT.2.8.** Compare and contrast two **literary** versions of the same story by different authors or authors from different cultures.

- *Comprehending authentic texts will enable students to formulate strong opinions of their books, illustrations, and characters used for opinion writing.*

### Speaking and Listening Standards:

**SL.II.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**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.

**SL.PI.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**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.

- *Students will discuss opinions with peers (regarding opinions of texts and characters) in order to develop and strengthen ideas for writing.*

**Language Standards:**

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- B. Compare formal and informal uses of English.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- *Through the development of language instruction, students will incorporate components of grammar to strengthen writing (i.e. incorporating capitalization to strengthen the tone within opinion essays).*



**Indicators:**

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to writing (i.e. taking care of independent reading texts to aid in the development of opinion essays).*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop opinion writing skills, it will enable them to produce writing as communication for future needs.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *In the development of opinion writing, students will write for intended audiences.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups (through book discussions and turn and talks) as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Teaching students where they are according to the writing progression will enable success in all learners and at various levels.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis (i.e. Mentor texts).*