



West Windsor-Plainsboro Regional School District
Writing
Grade 2

Grade 2 Writing: Revving Up Writing Muscles	
Content Area: Language Arts	
Course & Grade Level: English, Grade 2	
Summary and Rationale	
This unit reviews the routines and structures of writing workshop as the students build a new writing community. It expands students' knowledge of the writing process (collecting, oral storytelling/rehearsal, drafting, revising, editing, publishing, sharing, celebrating) with an emphasis on writing focused, detailed small moment personal narratives, with opportunities to write and revise multiple pieces before choosing one to edit, publish, and share with others.	
Recommended Pacing	
September (approximately 15 days)	
New Jersey Student Learning Standards	
Standard W.2.Writing	
W.2.3	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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard SL.2 Speaking & Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Standard L.2.Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and context, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills		
CPI #	Cumulative Progress Indicator (CPI)	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	
9.4.2.CI.2	Demonstrate originality and inventiveness in work	
New Jersey Student Learning Standards for Computer Science and Design Thinking		
CPI #	Cumulative Progress Indicator (CPI)	
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.	
8.1.2.AP.4	Break down a task into a sequence of steps.	
Interdisciplinary Standards Social Studies and Math		
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
6.3.2.CivicsPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.	
MP7	Look for and make use of structure	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Authors share stories from their lives to entertain and inform. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How do authors use all they know to plan, draft, and revise pieces that are focused, detailed and fun to read? 		
Objectives		
Students will know: <ul style="list-style-type: none"> Writers see their own lives as important and interesting sources for stories. Writers craft their writing thoughtfully and with purpose, keeping their audience in mind. Writers read like a writer and try on the techniques they see to improve their own writing. Students will be able to: <ul style="list-style-type: none"> Write focused simple narrative stories easily. Choose craft moves that support their purpose for writing Revise to improve their writing, and edit to prepare for publication. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing 		

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 2 Writing:
Lessons From the Masters:
Improving Narrative Craft**

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

This unit teaches students to appreciate and recognize that they can learn from published authors and live like a writer. Students learn to approximate the craft of an author they admire in their small moment personal narratives to write stories that others are eager to read. They will study how to make characters come to life by making them talk, move, think and feel and learn strategies to build tension, create a mood and create an image.

Recommended Pacing

October (approximately 25 days)

New Jersey Student Learning Standards

Standard W.2 Writing

W.2.3	Write narrative 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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Standard SL.2 Speaking & Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and context, choosing flexibly from an array of strategies.
L.2.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers look closely at the work of published authors and use them as mentors. Writers can learn specific craft techniques by reading like writers. Writers make thoughtful choices when they write. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do we learn to write by studying the work of authors? What craft techniques do authors use as they write their texts? Which craft techniques make sense to apply to my own writing to help me communicate my message? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> Writers are inspired by published authors. Writers study the craft and conventions of authors to apply it to their own writing. Writers craft their writing thoughtfully and with purpose. Writers read like a writer and try on the techniques they see to improve their own writing. <p>Students will be able to:</p> <ul style="list-style-type: none"> Use a Tiny Topic Notebook to collect ideas for writing by noticing stories from their life. Reread, revise and edit as they write. Study the work of authors to experiment with and develop craft. <ul style="list-style-type: none"> Setting. Exact words. Descriptive language. Exact dialogue, internal thinking, specific action. Figurative language. Study the craft of authors to develop an understanding of grammar and punctuation. <ul style="list-style-type: none"> Ending marks. Quotation marks. Apostrophes in possessives. Sentence types. Use of contractions. Use literary techniques found in mentor texts studied by the class in their own writing. Find their own mentors and generalize the concept of using authors as mentors. Revise and edit with purpose. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions 	

- Student Checklists (self-assessments)
- Student Writing

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Hartman, A. & Mooney, J. (2013). *Lessons From the Masters: Improving Narrative Writing*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard*

Parts). NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 2 Writing: How-To Guide to Nonfiction Writing	
Content Area: Language Arts	
Course & Grade Level: English, Grade	
Summary and Rationale	
Students studied expository nonfiction reading and writing earlier in the year, and are ready for a new look at nonfiction. Literary nonfiction presents facts and information in a well-written and compelling way. This unit shows students how to apply information they know about a topic and write creatively to convey it. Writing literary nonfiction provides students with the opportunity to write text that is purposefully multilayered. Students need to apply all they know about reading and writing to teach the reader about a topic in a clever and imaginative way.	
Recommended Pacing	
November - December (approximately 25 days)	
New Jersey Student Learning Standards	
Standard W.2.Writing	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard SL.2 Speaking & Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation to order to provide requested detail or clarification.

Standard L.2.Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
2.MD.D	Represent and interpret data.	
2.MP.2	Reason abstractly and quantitatively.	
2.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Some writing does not fit neatly into the categories of informational text or story. Writers choose a structure to write in. 		

<ul style="list-style-type: none"> Writers choose a voice to write in.
Unit Essential Questions
<ul style="list-style-type: none"> What is literary nonfiction? What are the text structures found in literary nonfiction? How do writers craft literary nonfiction?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> Literary nonfiction is written to inform in an interesting and creative way. Writers study the craft of literary nonfiction by studying the way authors/illustrators have approached writing these texts. Writers of literary nonfiction use what they know of text structure and information writing to craft a piece of writing that informs readers on a topic. <p>Students will be able to:</p> <ul style="list-style-type: none"> Write literary NF to inform in an interesting and creative way. Use mentor texts to study the way authors/illustrators write literary nonfiction. Use self-selected topics and structures to write for the purpose of informing/teaching readers. Revise and edit for craft and meaning.
Evidence of Learning
Assessment
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing
Resources
<p>Suggested Resources:</p> <p>Anderson, C. (2005). <i>Assessing Writers</i>. Heinemann.</p> <p>Anderson, C. (2000). <i>How's It Going?</i> Heinemann.</p> <p>Calkins, L. (1994). <i>The Art of Teaching Writing</i>. Longman.</p> <p>Calkins, L. (2015). <i>A Guide to the Common Core Writing Workshop: Primary Grades</i>. Heinemann.</p> <p>Calkins, L. et. Al. (2016). <i>The How-To Guide for Nonfiction Writing</i>. Heinemann.</p> <p>Calkins, L. et.al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction for Grades K-2</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I.C. (2011). <i>The Continuum of Literacy Learning, Grades PreK-2</i>. Heinemann.</p> <p>Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)</i>. NCTE.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study .</p>

Grade 2 Writing: Writing About Reading

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

Second graders love to give their opinions. *Writing About Reading* will teach second graders to expand upon what they learned about writing persuasive letters in kindergarten, and writing reviews in first grade. They will learn to think deeply about the books they are reading, focusing on characters within and across series. Using text evidence to support their opinions, they will work to be sure their opinions make sense and are clear to their readers, revising their work as they move from a letter-writing format into more of an essay structure.

Recommended Pacing

January - February (approximately 25 days)

New Jersey Student Learning Standards

Standard W.2.Writing

W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

Standard SL.2 Speaking & Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard L.2.Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Interdisciplinary Connections

6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
2.MD.D	Represent and interpret data.
2.MP.2	Reason abstractly and quantitatively.
2.MP.3	Construct viable arguments and critique the reasoning of others.

Instructional Focus

Unit Enduring Understandings

- There are many purposes for writing.
- Writers write with a purpose for an audience
- Writers plan and organize information into a structure that fits their purpose.

Unit Essential Questions

- Why do writers write opinion pieces?
- How do writers organize opinion pieces?
- Where is opinion writing found in the world?

Objectives

Students will know:

- Persuasive reviews are written to give opinions and convince others of your beliefs.

- Writers think about their audience.
- Writers use craft moves to convey ideas.

Students will be able to:

- Develop opinions about their reading by thinking deeply about characters.
- Write to convince an audience using different structures like letters or essays.
- Make reviews persuasive by elaborating with opinions, supportive details, specific language, voice, strong leads and endings, and linking words.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Schwartz, S., Marron, A., & Dunford, E. (2013). *Writing About Reading*. Heinemann.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 2 Writing: Poetry: Big Thoughts in Small Packages	
Content Area: Language Arts	
Course & Grade Level: English, Grade 2	
Summary and Rationale	
This unit encourages students to become familiar with poets and poems and to think and talk about the poems he/she reads. With some support students notice patterns, sensory details, repetition, words that sound like they mean and line breaks using them to read poems in specific ways and to make meaning. The unit makes the reading and writing connection explicit and encourages students to feel more, see more and experience more through reading.	
Recommended Pacing	
February – March (approximately 25 days)	
New Jersey Student Learning Standards	
Standard RL.2 Writing	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Standard RF.2. Reading: Foundational Skills	
RF.2.5	Know and apply grade level phonics and word analysis skills in decoding words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Standard SL.2 Speaking and Listening	
SL.2.1	Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Standard L.2 Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Poetry has meaning. Poetry is read and written differently than other genres. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What strategies do readers use when reading and writing poems? How do readers determine a poem's message? How do writers communicate their message through poetry? 	
Objectives	
Students will know: <ul style="list-style-type: none"> There are many different poets, topics, and styles of poetry that have description, imagery, and figurative language. Readers read poetry for meaning, paying attention to the music as well. Writers use the unique characteristics of poems to communicate a message. Students will be able to: <ul style="list-style-type: none"> Be familiar with many different poets, topics, and styles of poetry that have description, imagery, and figurative language. Read poetry for meaning, paying attention to the music as well. Use the unique characteristics of poems to communicate a message when crafting their own poems. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) 	

- Student Writing

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-2020). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 2 Writing: Nonfiction Writing Projects	
Content Area: Language Arts	
Course & Grade Level: English, Grade	
Summary and Rationale	
As second grade authors return to writing informational text, students will have opportunities to transfer all they know about writing in this genre as they create independent nonfiction projects of their own. They will learn to make choices about which structures to choose based on message and audience, revising to add elaboration to teach readers more about their topic, and ways in which to compare and contrast information to further deepen their readers' understanding. As in all units, students will work with partners to support each other's work in making their writing clear and easy to read by using all they know about how words and language work.	
Recommended Pacing	
March – April (approximately 25 days)	
New Jersey Student Learning Standards	
Standard W.2.Writing	
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Standard SL.2 Speaking & Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation to order to provide requested detail or clarification.

Standard L.2.Language	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
2.MD.D	Represent and interpret data.	
2.MP.2	Reason abstractly and quantitatively.	
2.MP.3	Construct viable arguments and critique the reasoning of others.	

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Nonfiction writing can be done in a variety of structures. Information in nonfiction texts is presented in a variety of ways. Authors of nonfiction texts draw on many sources of information. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers choose from a variety of nonfiction structures? How do writers write with more informative elaboration? How do writers compare and contrast information to deepen their readers' understanding of the topic on which they're writing? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Nonfiction texts can be written as chapter books, stories that teach, how-to books, question-and-answer books, articles, poems, or even comic books. Authors of nonfiction texts elaborate their information by getting the reader to think, by getting the reader to picture the information, by hooking the reader with an interesting lead, by clearing up confusions, and by setting goals and meeting them page after page. Authors of nonfiction text compare and contrast information. Students will be able to: <ul style="list-style-type: none"> Write the same information in a variety of structures, then choose the structure that works best for their intended audience. Elaborate their information by getting the reader to think, by getting the reader to picture the information, by hooking the reader with an interesting lead, by clearing up confusions, and by setting goals and meeting them page after page. Compare and contrast information by looking at pros and cons, by asking, "What's better?", by telling what's the same and different, or by using superlatives. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing 	
Resources	
Suggested Resources: Anderson, C. (2005). <i>Assessing Writers</i> . Heinemann. Anderson, C. (2000). <i>How's It Going?</i> Heinemann. Calkins, L. (1994). <i>The Art of Teaching Writing</i> . Longman. Calkins, L. (2015). <i>A Guide to the Common Core Writing Workshop: Primary Grades</i> . Heinemann. Calkins, L. et.al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction for Grades K-2</i> . Heinemann. Pinnell, G.S. & Fountas, I.C. (2011). <i>The Continuum of Literacy Learning, Grades PreK-2</i> . Heinemann. Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)</i> . NCTE.	

Teachers College Reading & Writing Project at Columbia University. (2018-19). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>.

Grade 2 Writing: Writing Gripping Fictional Stories

Content Area: Language Arts

Course & Grade Level: English, Grade 2

Summary and Rationale

Second graders come well-equipped to begin this Spring unit. Drawing on their strong backgrounds as readers and writers, they will use all they know to recreate the sounds and rhythms of stories. The unit prioritizes story structure, as well as the use of details and suspense. Writers in this unit will also focus on ways to revise with intention, learning to stretch out the “heart” of their story, complicate the problem, and build tension. As always, we teach toward transfer and independence, and the last part of this unit supports that growth as students work on setting goals for improving their narrative writing, then map concrete steps to meet those goals. Writing volume and stamina also grow as students write at least three stories in this unit.

Recommended Pacing

May (approximately 30 days)

New Jersey Student Learning Standards

Standard W.2 Writing

W.2.3	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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Standard SL.2 Speaking & Listening

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation to order to provide requested detail or clarification.

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers use all they know about writing every time they put pen to paper. Genre influences structure, technique and style. Writers are constantly asking themselves, "How can I do this better?" 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers use what they know about writing with details and suspense to write lots of interesting fictional stories? How does story structure influence the decisions a writer makes? How do writers improve their writing? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Writers use all they've learned as readers and writers to help craft their writing. Writers craft their fictional stories using small moments rather than summaries, detail to build tension, and action, dialogue, and feeling to complicate the problem. Writers edit to improve their own stories. Students will be able to: <ul style="list-style-type: none"> Use mentor texts (including their own past stories), checklists, and charts to remind them of all the craft moves they've learned. Write multiple versions of their stories. Edit and revise for purpose and meaning, as well as for mechanics (e.g., quotation marks, sentence types, adjectives and adverbs, and precise verbs). 	
Evidence of Learning	
Assessment	

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 1 Writing: Choose Your Own Adventure! Independent Writing	
Content Area: Language Arts	
Course & Grade Level: English, Grade 1	
Summary and Rationale	
<p>“Independent writing projects have the power to imbue a classroom with energy and excitement ... We know that volume and choice in writing is necessary for our students’ growth, and this unit offers a unique opportunity to broaden choice for our students while teaching them to truly own the writing process, creating an independence that they will cherish and that will serve them as writers for years to come.” (Lucy Calkins)</p> <p>This unit is an opportunity for students to engage in repeated practice of all the writing and thinking moves they’ve learned throughout the year in order to continue building the bridge toward independence and proficiency. Students will use writing workshop to write and produce several pieces within the genres of their choice. The teacher’s role in this unit will be more that of facilitator as s/he delivers small group instruction based on the genre in which the students have chosen to work, and where in the writing process each student is during this as they move through the unit. Teachers should not have the expectation that students will produce a perfect final piece; rather, they will be looking for evidence that students have taken more and more responsibility for their own growth as writers.</p>	
Recommended Pacing	
June (approximately 15 days)	
New Jersey Student Learning Standards	
Standard W.2: Writing	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.3	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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Standard SL.2 Speaking and Listening	
SL.2.1	Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard L.2 Language

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	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.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- Writers follow a process to write and publish work.
- Writers write about what they know and care about.

<ul style="list-style-type: none"> Writers share their writing, and support and respond to each other.
Unit Essential Questions <ul style="list-style-type: none"> How do writers work through the writing process? Where do writers get their ideas? How do writers share their writing?
Objectives <p>Students will know:</p> <ul style="list-style-type: none"> Writers write true stories from their lives about things they care about, and/or draw on their own experiences and knowledge to find a topic they can teach others about. There are stages to the writing process. Writers use all they know about writing in different genres and studying mentor texts to help them through the writing process. Writers work with and support each other in partnerships. <p>Students will be able to:</p> <ul style="list-style-type: none"> Generate ideas for personal narrative writing through a variety of ways, and/or think of things they can teach others. Use the steps in the writing process (think, talk, sketch, write) in order to produce their writing. Use all they know about writing in different genres and studying mentor texts to help them through the writing process. Listen to partner's writing, reflect, respond, and give feedback.
Evidence of Learning
Assessment <ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing
Resources <p>Suggested Resources: Anderson, C. (2005). <i>Assessing Writers</i>. Heinemann. Anderson, C. (2000). <i>How's It Going?</i> Heinemann. Calkins, L. (1994). <i>The Art of Teaching Writing</i>. Longman. Calkins, L. (2015). <i>A Guide to the Common Core Writing Workshop: Primary Grades</i>. Heinemann. Calkins, L. et.al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction for Grades K-2</i>. Heinemann. Pinnell, G.S. & Fountas, I.C. (2011). <i>The Continuum of Literacy Learning, Grades PreK-2</i>. Heinemann. Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)</i>. NCTE. Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>