

Grade 2 Writing About Reading

Overarching Unit Learning Targets

All
Sessions

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 concluding statement or section.

We are learning to write about our opinions.

We are looking for writing that:

- introduces the topic and tells my opinion
- gives reasons that support my opinion
- uses linking words
- has a conclusion that ties the piece together

We are learning to write an introduction.

We are looking for a beginning that:

- lets the reader know what the piece is going to be about.
- tells our opinion.

We are learning to support an opinion.

We are looking for reasons that tell why we think or feel the way we do.

We are learning to use linking words.

We are looking for words that connect opinions and reasons. (because, and, also, another reason is...)

We are learning to write a conclusion.

We are looking for an ending that ties the piece together.

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W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

We are learning to use feedback from others.

We are looking for ways to make our writing better by changing, adding, or deleting:

- details
- description
- a variety of interesting words
- events
- transitions
- capital letters, spelling, and punctuation

Reading:

RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

We are learning to identify key details about a topic or a text.

We are looking for information from the story that help me answer:

- *Who is in the story?*
- *What they did or what happened?*
- *Where and when the story takes place?*
- *Why and how something happened? (ex: why the character felt sad or how they solved the problem)*

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Additional Session Learning Targets	
Session 1	<p>Reading: RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>We are learning to describe how characters respond to major events and challenges. We are looking for what characters say, think, or do when a major event or challenge happens in the story.</p> <p>Language: L.2. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Session 3	<p>Reading: RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>We are learning to use details and evidence from the text and illustrations. We are looking for details in the words and illustrations that tell about:</p> <ul style="list-style-type: none"> • The characters • Where the story takes place (setting) • What is happening to the character (plot)
Session 6	<p>Language: L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p>

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	<p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i>→<i>badge</i>; <i>boy</i>→<i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>We are learning to understand that language can be used differently for a particular reason. We are looking for how language sounds or looks different from the usual conventions such as:</p> <ul style="list-style-type: none"> • slang (Ah, man!) • dialect (y'all bet'r git ready; she'll be comin' 'round the mountain) • kid talk (he runned; goed; p'sghetti; reraser)
Session 10	<p>Language:</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>

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	<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Session 11	<p>Writing:</p> <p>W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>We are learning to use technology for writing.</p> <p>We are looking for digital tools that help us:</p> <ul style="list-style-type: none">• produce writing (e.g., keynote, Word, digital images)• publish writing (e.g., video, audio, PowerPoint, ShowMe) <p>Reading:</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>We are learning to use details and evidence from the text and illustrations.</p> <p>We are looking for details in the words and illustrations that tell about:</p> <ul style="list-style-type: none">• The characters

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	<ul style="list-style-type: none"> • Where the story takes place (setting) • What is happening to the character (plot)
Session 14	<p>Language: 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>). We are learning to increase our vocabulary. We are looking for places (when writing or speaking) to use new words and phrases that we have read or heard.</p>
Session 15	<p>Language: L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
Session 16	<p>Reading: 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. We are learning how authors use words and phrases to build meaning in a story, poem, or song. We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none"> • regular beats (rhythm) • words in a row starting with the same sound (alliteration) • rhyming words (last parts sound the same)

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	<ul style="list-style-type: none">• words or lines that repeat <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>We are learning to describe the structure of a story. We are looking for how:</p> <ul style="list-style-type: none">• the beginning introduces the characters and setting• the middle contains actions and events that develop a problem• the ending solves the problem
Session 19	<p>Writing:</p> <p>W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>We are learning to use technology for writing. We are looking for digital tools that help us:</p> <ul style="list-style-type: none">• produce writing (e.g., keynote, Word, digital images)• publish writing (e.g., video, audio, PowerPoint, ShowMe) <p>Language:</p> <p>L.2. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>We are learning to understand that language can be used differently for a particular reason. We are looking for how language sounds or looks different from the usual conventions such as:</p> <ul style="list-style-type: none">• slang (Ah, man!)• dialect (y'all bet'r git ready; she'll be comin' 'round the mountain)• kid talk (he runned; goed; p'sghetti; reraser)

Grade 2 Writing Poetry: Big Thoughts in Small Packages

Overarching Unit Learning Targets

All Sessions

W.2.5

W.2.3

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

We are learning to use feedback from others.

We are looking for ways to make our writing better by changing, adding, or deleting:

- details
- description
- a variety of interesting words
- events
- transitions
- capital letters, spelling, and punctuation

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.

We are learning to write a made-up story or retell something that really happened.

We are looking for writing that includes:

- a beginning that introduces the piece
- a middle that tells events in the order that they happened
- a conclusion that ties the piece together

We are learning to write a beginning that introduces the piece:

We are looking for:

- who is in the story
- where it takes place
- when it takes place

We are learning to develop a story.

Grade 2 Writing Poetry: Big Thoughts in Small Packages

	<p>We are looking for:</p> <ul style="list-style-type: none"> • events in an order that makes sense to the reader • transitional words that show changes in time (first, after, before, suddenly...) • what the characters did, thought, and felt • a problem for the character(s) to try to solve* <p>*Some stories about real events will not have a problem but simply recount the event.</p> <p>We are learning to write a conclusion. We are looking for an ending that shows:</p> <ul style="list-style-type: none"> • how the problem was solved for the character(s)* AND/OR • what lesson was learned OR what the character(s) felt or thought <p>*Some stories about real events will not have a problem but simply recount the event.</p>
Additional Session Learning Targets	
<p>Session 1</p>	<p>Language:</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>We are learning to understand relationships between words.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> • small but important differences between words that have similar meanings (toss vs. throw vs. hurl) (whispered vs. said vs. yelled) • words that remind us of something we know in real life (juicy like a peach; crispy like an apple) <p>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>).</p> <p>We are learning to increase our vocabulary.</p>

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	We are looking for places (when writing or speaking) to use new words and phrases that we have read or heard.
Session 2- 4	<p>Reading:</p> <p>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.</p> <p>We are learning how authors use words and phrases to build meaning in a story, poem, or song. We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none">• regular beats (rhythm)• words in a row starting with the same sound (alliteration)• rhyming words (last parts sound the same)• words or lines that repeat
Session 6	<p>Language:</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>We are learning to understand relationships between words.</p> <p>We are looking for:</p> <ul style="list-style-type: none">• small but important differences between words that have similar meanings (toss vs. throw vs. hurl) (whispered vs. said vs. yelled)• words that remind us of something we know in real life (juicy like a peach; crispy like an apple) <p>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>).</p> <p>We are learning to increase our vocabulary. We are looking for places (when writing or speaking) to use new words and phrases that we have read or heard.</p>

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Session 7-10	<p>Reading:</p> <p>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.</p> <p>We are learning how authors use words and phrases to build meaning in a story, poem, or song. We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none">• regular beats (rhythm)• words in a row starting with the same sound (alliteration)• rhyming words (last parts sound the same)• words or lines that repeat
Sessions 11 and 12	<p>Reading:</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>We are learning to describe the structure of a story. We are looking for how:</p> <ul style="list-style-type: none">• the beginning introduces the characters and setting• the middle contains actions and events that develop a problem• the ending solves the problem
Session 14	<p>Reading:</p> <p>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.</p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>

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Session 17	<p>Language:</p> <p>L.2. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.</p> <p>We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for how language sounds or looks different from the usual conventions such as:</p> <ul style="list-style-type: none">• slang (Ah, man!)• dialect (y'all bet'r git ready; she'll be comin' 'round the mountain)• kid talk (he runned; goed; p'sghetti; reraser)

Grade 2 Writing Unit 1

Lessons from the Masters: Improving Narrative Writing

Overarching Unit Learning Targets

All Sessions

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.

We are learning to write a made-up story or retell something that really happened.

We are looking for writing that includes:

- a beginning that introduces the piece
- a middle that tells events in the order that they happened
- a conclusion that ties the piece together

We are learning to write a beginning that introduces the piece:

We are looking for:

- who is in the story
- where it takes place
- when it takes place

We are learning to develop a story.

We are looking for:

- events in an order that makes sense to the reader
- transitional words that show changes in time (first, after, before, suddenly...)
- what the characters did, thought, and felt
- a problem for the character(s) to try to solve*

*Some stories about real events will not have a problem but simply recount the event.

We are learning to write a conclusion.

We are looking for an ending that shows:

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Lessons from the Masters: Improving Narrative Writing

- how the problem was solved for the character(s)* AND/OR
- what lesson was learned OR what the character(s) felt or thought

*Some stories about real events will not have a problem but simply recount the event.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

We are learning to use feedback from others.

We are looking for ways to make our writing better by changing, adding, or deleting:

- details
- description
- a variety of interesting words
- events
- transitions
- capital letters, spelling, and punctuation

Additional Session Learning Targets

Session 1

Reading:

RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

We are learning to identify key details about a topic or a text.

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Lessons from the Masters: Improving Narrative Writing

	<p>We are looking for information from the story that help me answer: <i>Who is in the story?</i></p> <ul style="list-style-type: none">• <i>What they did or what happened?</i>• <i>Where and when the story takes place?</i>• <i>Why and how something happened? (ex: why the character felt sad or how they solved the problem)</i> <p>RL.2.5</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>We are learning to describe the structure of a story. We are looking for how:</p> <ul style="list-style-type: none">• the beginning introduces the characters and setting• the middle contains actions and events that develop a problem• the ending solves the problem
Session 3	<p>Reading:</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>We are learning to describe the structure of a story. We are looking for how:</p> <ul style="list-style-type: none">• the beginning introduces the characters and setting• the middle contains actions and events that develop a problem• the ending solves the problem
Session 4	<p>Reading:</p> <p>RL.2.4</p>

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	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>We are learning how authors use words and phrases to build meaning in a story, poem, or song.</p> <p>We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none">• regular beats (rhythm)• words in a row starting with the same sound (alliteration)• rhyming words (last parts sound the same)• words or lines that repeat <p>RL.2.7</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>We are learning to use details and evidence from the text and illustrations.</p> <p>We are looking for details in the words and illustrations that tell about:</p> <ul style="list-style-type: none">• The characters• Where the story takes place (setting)• What is happening to the character (plot)
Session 5	<p>Reading:</p> <p>RL.2.5</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none">• the beginning introduces the characters and setting• the middle contains actions and events that develop a problem

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	<ul style="list-style-type: none">• the ending solves the problem
Sessions 8 and 9 Reading:	<p>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.</p> <p>We are learning how authors use words and phrases to build meaning in a story, poem, or song. We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none">• regular beats (rhythm)• words in a row starting with the same sound (alliteration)• rhyming words (last parts sound the same)• words or lines that repeat
Sessions 11 and 12	<p>Reading:</p> <p>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.</p> <p>We are learning how authors use words and phrases to build meaning in a story, poem, or song. We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none">• regular beats (rhythm)• words in a row starting with the same sound (alliteration)• rhyming words (last parts sound the same)• words or lines that repeat
Session 13	<p>Reading:</p>

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	<p>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.</p> <p>We are learning how authors use words and phrases to build meaning in a story, poem, or song. We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none">• regular beats (rhythm)• words in a row starting with the same sound (alliteration)• rhyming words (last parts sound the same)• words or lines that repeat <p>Language:</p> <p>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>).</p> <p>We are learning to increase our vocabulary. We are looking for places (when writing or speaking) to use new words and phrases that we have read or heard.</p>
Session 14	<p>Language:</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">a. Use collective nouns (e.g., <i>group</i>).b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).

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	<p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Session 15	<p>Writing: W.2.8 We are learning to gather information to answer a question about a topic.</p> <p>We are looking for information to answer the questions from:</p> <ul style="list-style-type: none">• experiences (what we have done before) OR• sources (key words or short sentences taken from books or websites)
Session 18	<p>Language:</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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Lessons from the Masters: Improving Narrative Writing

	<p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Session 19	<p>Language:</p> <p>L.2.3</p> <p>We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for how language sounds or looks different from the usual conventions such as:</p> <ul style="list-style-type: none">• slang (Ah, man!)• dialect (y'all bet'r git ready; she'll be comin' 'round the mountain)• kid talk (he runned; goed; p'sghetti; reraser)

Grade 2 Writing Unit 1

Lessons from the Masters: Improving Narrative Writing

Session 16	Writing: W1.5 We are learning to act on feedback in our writing. We are looking for changes we made in our writing based on suggestions from others.
Session 18	Writing: W1.5 We are learning to act on feedback in our writing. We are looking for changes we made in our writing based on suggestions from others.
Session 19	Language: L1.2.b, d, e We are learning to use conventions in our writing. We are looking for: <ul style="list-style-type: none">• punctuation at the end of sentences• correct spelling for words with patterns we know or words we often use• spelling of words we don't know using sounds we hear

Grade 2 Writing Unit 2
Information Books: Using Writing to teach Others All about Our Favorite Topics
(If...Then...Curriculum pp 19-37)

Overarching Learning Targets

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.

We are learning to write an informational piece.

We are looking for writing that contains:

- an introduction that names the topic
- a body that includes facts about the topic
- a conclusion that ties the piece together

We are learning to write an introduction.

We are looking for a beginning that names the topic.

We are learning to write about a topic.

We are looking for facts that tell about the topic.

We are learning to write a conclusion.

We are looking for an ending that either:

- Shows emotion
- Reminds the reader what they learned
- Asks a question that makes the reader think more about the topic

W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

We are learning to gather information to answer a question about a topic.

We are looking for information to answer the questions from:

- experiences (what we have done before) OR
- sources (key words or short sentences taken from books or websites)

Grade 2 Writing Gripping Fictional Stories with Meaning and Significance

Overarching Unit Learning Targets

All
Sessions
W.2.5
W.2.3

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.

We are learning to write a made-up story or retell something that really happened.

We are looking for writing that includes:

- a beginning that introduces the piece
- a middle that tells events in the order that they happened
- a conclusion that ties the piece together

We are learning to write a beginning that introduces the piece:

We are looking for:

- who is in the story
- where it takes place
- when it takes place

We are learning to develop a story.

We are looking for:

- events in an order that makes sense to the reader
- transitional words that show changes in time (first, after, before, suddenly...)
- what the characters did, thought, and felt
- a problem for the character(s) to try to solve*

*Some stories about real events will not have a problem but simply recount the event.

We are learning to write a conclusion.

We are looking for an ending that shows:

- how the problem was solved for the character(s)* AND/OR
- what lesson was learned OR what the character(s) felt or thought

*Some stories about real events will not have a problem but simply recount the event.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

We are learning to use feedback from others.

We are looking for ways to make our writing better by changing, adding, or deleting:

- details
- description
- a variety of interesting words
- events
- transitions
- capital letters, spelling, and punctuation

Grade 2 Writing Persuasive Reviews

Overarching Unit Learning Targets

All
Sessions
W.2.1
W.2.5

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 concluding statement or section.

We are learning to write about our opinions.

We are looking for writing that:

- introduces the topic and tells my opinion
- gives reasons that support my opinion
- uses linking words
- has a conclusion that ties the piece together

We are learning to write an introduction.

We are looking for a beginning that:

- lets the reader know what the piece is going to be about.
- tells our opinion.

We are learning to support an opinion.

We are looking for reasons that tell why we think or feel the way we do.

We are learning to use linking words.

We are looking for words that connect opinions and reasons. (because, and, also, another reason is...)

We are learning to write a conclusion.

We are looking for an ending that ties the piece together.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

We are learning to use feedback from others.

We are looking for ways to make our writing better by changing, adding, or deleting:

- details
- description
- a variety of interesting words
- events
- transitions
- capital letters, spelling, and punctuation

Grade 2 Writing Persuasive Reviews

<p>Last 2 weeks of Unit: RL.2.9</p>	<p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>We are learning to compare and contrast different versions of the same story.</p> <p>We are looking for what is the same or different about the:</p> <ul style="list-style-type: none">• characters• setting• details and events• problem and solutions
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