



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 1

Unit Title: Unit 1 - Launching with Mentor Authors - Lessons From the Masters: Improving Narrative Writing

Course: Second Grade

Time: 3-4 weeks
August to Mid September

Brief Summary of Unit: Second grade is a special year in children's writing lives. The kids are growing up, and they are able to write with greater facility and sophistication. And they are eager to be given important new challenges. Launching the year with a unit in which they take lessons from the "masters" is a way of saying to them, "You're grown-up writers now, ready to write like the best of the best."

"Writers," you'll say to your children early in the unit. "I bet you're wondering how Jane Yolen and Angela Johnson came up with the ideas for their books, *Owl Moon* and *The Leaving Morning*. Maybe, in the middle of their regular lives, Jane and Angela grabbed hold of particular moments, moments that stayed with them, ones that got them thinking, 'Hey, I could write a story about that,' and then let those moments spark ideas for their stories." You can then say, "Starting today, each one of you is going to live like these 'master' writers, finding small moment ideas in your own lives and recording them on Tiny Topics notepads, just as Jane probably did, in the middle of the night, and as Angela probably did, in the middle of a big move."

Over the course of Bend I, then, you will teach your students ways to stretch out and magnify their small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. The bend ends with a day of goal setting, during which children can use the narrative checklist to assess their work and to set goals for themselves as writers.

In the next bend, you will spotlight writing with intentions and learning from authors' craft. You'll begin this bend by asking children to name their intentions as writers—what they hope



their readers will feel—and revising on the go toward these. On the second day, you'll lead children in an inquiry into what makes Owl Moon so powerful; together, the class will examine a couple parts closely to consider what effect these have on readers and how the author has achieved that effect. Then students will try out these craft moves in their own writing. As the bend progresses, the emphasis shifts to understanding why an author would use a particular craft move, and children will revise with that in mind, paying attention, too, to word choice and language.

The final bend sets children up to make reading and writing connections, drawing on everything they have learned up until this point to discover craft moves in books they are reading on their own and to apply these to their own writing. There are two main goals in this bend: first, students will work with increasing independence, transferring what they have learned under your guidance and through shared inquiry to work that is now largely self-initiated. Second, children will devote careful attention to revision and editing, aiming to make their writing as clear and as powerful as it can be. The bend ends with a celebration in which you introduce your new class of “master writers” to their audience. (*Calkins, 2013*)

NYTC Link for Unit: Overview of 2nd Grade-(Please note NYTC Dates/Order don't apply to us) and Launching with Mentor Authors

Assessments:

Pre Assessment-Link to Narrative on Demand Prompt

Post Assessment will be at the End of Unit 2. Your team may decide to assess in between as needed.

Scoring-Link to Narrative Second Grade Rubric

Please utilize the *Resources for Teaching Writing* included in *Second Grade Units of Study in Opinion, Information, and Narrative Writing*. This provides exemplars, rubrics, checklists, paper choices, and anchor charts.



WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen? 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER
<p>Transfer Goal</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>compose a writing piece through a systematic approach</p>



MEANING

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • How do writers share their ideas? • How do writers improve their writing? • Why do writers need to share their ideas? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writers write extensively about their experiences. • Writers go through a process to make their writing better. • Writers collaborate with others to make their writing better through giving and getting feedback. • Writers share their work to connect with others. • Writers look to experienced authors to improve their own writing.

ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • authors engage, entertain and inform readers about a topic • when to use guidance and support from peers and adults • writing focuses on a single topic • techniques for revising writing • techniques for editing writing • information gathered from personal 	<p><i>Students will be able to....</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • select a topic for original writing • increase writing stamina • write a narrative including <ul style="list-style-type: none"> • temporal words • sequenced events • a sense of closure • characters and setting • use adult and peer guidance and



- experience may differ from information gathered from sources
- a response to a question can rely on personal experience or sources
 - components of a complete sentence

Language:

- correct grammar and usage impacts how well a message is understood
- holidays, product names and geographic names are proper nouns that need capitalization
- reference materials are available to check spelling
- common spelling patterns appropriate for 2nd grade
- reference materials are available to check spelling

Speaking and Listening:

- there are forms of speech used for different purposes
- agreed upon rules for discussion
- techniques to link their remarks to the remarks of others
- asking questions aids understanding
- what is included in a complete sentence
- what types of tasks and situations require speaking in a complete sentence
- techniques for providing requested detail when speaking
- techniques for providing clarification when speaking

support to strengthen writing

- **produce writing that stays on a topic**
- **clarify (revise) their writing based on others' questions**
- **identify and write complete sentences**

Language:

- use correct grammar when writing or speaking
 - collective nouns
 - past tense of frequently occurring irregular verbs
- capitalize first letter of holidays, product names and geographic names
- use a dictionary, word wall, environment, etc. to correctly spell words
- generalized learned spelling patterns when spelling words

Speaking and Listening:

- compare formal and informal uses of English
- use knowledge of language and its conventions when writing, speaking, reading or listening
- listen attentively to conversations about grade two topics and texts
- add to conversations about grade two topics and texts
- gain the floor in respectful ways
- take turns speaking
- link their comments to the remarks of others
- extend conversations



<ul style="list-style-type: none"> • irregular plural nouns (feet, children, teeth) • past tense of frequently occurring irregular verbs (sat, hid, told) • sounds may be produced by more than one common pattern 	<ul style="list-style-type: none"> • converse with peers and adults • converse in small and large groups • ask clarifying questions • ask for more information • verbally produce a complete sentence • adapt their speech appropriately to tasks and situations • identify tasks which require the use of speaking in complete sentences • identify situations which require the use of speaking in complete sentences • use speech to provide requested details • use speech to provide clarification
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STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 3, 5, 6, 8	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3-5, 3-6 4.1, 4.4, 4.5, 4.6
Speaking and Listening Standards: 1, 6	



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 2

Unit Title: Unit 2 - Writing Gripping Stories with Meaning and Significance

Course: Second Grade

Time: 4-5 weeks
Mid September/October

Brief Summary of Unit: This unit has been a longtime favorite of young children. As any teacher of young students knows, children's imaginations are brimful of story ideas—and your class will be chomping at the bit to start putting theirs onto the page. They'll approach this unit with abundant ambition and zeal, ready to write, write, write. Chances are that children who eked out words during the previous unit will write with new volume, new stamina, and new engagement, their scrawl filling one page, then another and another as the unit taps into a great source of energy.

This genre of writing may or may not be new to your kids. Whether they have already experienced a unit in fiction writing or simply have a handful of personal narrative units under their belts, they can get a great deal out of this month. How you spin the unit—and what you teach—will depend largely on your particular students. Chances are your kids know a thing or two about crafting Small Moment stories. They know that it helps to zoom in on a particular scene—say, an event that occurs across fifteen minutes—and to write the story of that event in a step-by-step fashion so that readers can relive the event, picturing what the main character said and did first and then what occurred in response. If children have experienced units of study on narrative writing, they'll also approach this unit already knowing about the value of stretching out the most important parts of those stories. On the other hand, if children have not studied writing through units of study in K-1, they may not have been taught what we regard as a crucial concept: that it is far easier to write an effective story if one zooms in on a small moment, a particular scene, and writes that small moment, that scene, as a storyteller might tell it, allowing readers to almost live in the shoes of the character. That is, a child who has not studied Units of Study in Writing might approach the project of writing a story about a boy who learns to do a magic trick, planning to start the



story, "Once upon a time a boy named Michael wanted to do a magic trick and so he did it. The audience cheered and he smiled big." Contrast that lead with, "Michael held his deck of cards. He walked up to the stage and said, 'Good evening, ladies and gentlemen.'" You'll need, then, to be sure to highlight this part of your instruction. The unit contains lots of spaces for you to do that.

Either way, children come to this unit with a background not only as writers but also as readers. They've read narrative picture books and chapter books in which each chapter is rather like a self-contained story. Your children's experiences with short stories (whether in picture books, in episodic chapter books, or in collections of short stories) provides them with a reservoir to draw upon. It will be important for them to understand that they are being asked to write in ways that recreate the sounds and rhythms of stories. As you help children draw on their knowledge as readers, keep in mind that you are supporting their abilities to talk and think about published texts and about the author's craft in those texts. This is highly supportive of Missouri Learning Standards - reading standards 4, 5 and 6.

This unit prioritizes story structure, spotlighting the plotting work that a short story writer does, emphasizing especially that a good story contains a scene (or small moment) or two and is told to build gripping tension. The character wants something and encounters trouble en route to that something. For your children, you capture this combination of motivations and obstacles by characterizing the stories they'll be writing as "edge of the seat stories" or "trouble stories." That is, this is not just about a character that does something (performs a magic trick in front of an audience). It is about a character who wants something, who encounters trouble. The story comes not from performing the magic trick, but from wanting to do well and struggling to master the trick. Tension can turn a sequential chain of events into something that feels like a story. To do this, teach your students how to develop characters in a way that builds tension, giving them dreams, desires, fears, and frustrations. One big goal of this unit (and of any writing unit) is to increase the volume of writing your children produce.

Meanwhile, you will also aim to raise the quality of your children's narrative writing. In this unit, then, you will remind children of what they already know about good narrative writing and then extend that repertoire, bearing in mind that the ultimate goal is for children to write well-elaborated short stories. Before you begin this unit, think back to when you were about eight years old. Chances are, you recall a story or two you wrote or wanted to write. Was there a character in that story who had a giant feeling welling up inside of her or him? Did that character want something—a friend, a prize, a chance—so badly it hurt? These are the feelings



your children have surely had, and their characters can have these feelings too. Teach kids that in good fiction, characters' wants, hopes, and aches are big. Then give your students space to write—and let their imaginations run free. *(Calkins, 2013)*

NYTC Link for Unit: Writing Gripping Fictional Stories with Meaning and Significance

Assessments:

Pre Assessment-Look at how your students are writing at the End of Unit 1. Your team may decide to assess in between Unit 1-2 as needed.

Post Assessment Scoring-[Link to Narrative on Demand Prompt](#)

[Link to Narrative Second Grade Rubric](#)

Please utilize the *Resources for Teaching Writing* included in *Second Grade Units of Study in Opinion, Information, and Narrative Writing*. This provides exemplars, rubrics, checklists, paper choices, and anchor charts.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen? 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps



	<p>to build understanding.</p> <p>6. Perseverance and personal integrity are essential to success.</p> <p>7. Good digital citizens use technology effectively and ethically.</p>
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TRANSFER	
Transfer Goal	
<p><i>Students will be able to independently use their learning to...</i></p> <p>constantly evaluate and improve their work.</p>	

MEANING	
Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • How can writers improve? • How do writers increase reading engagement? • Why do writers write? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writers revisit old pieces to evaluate and develop their craft. • Writers revise constantly. • Tension increases reading engagement. • Writers develop characters with feelings, motivations and personality traits. • Writers choose their words carefully to fulfill a purpose. • Writers write to convey a central message or lesson. • Writers expand the most important



	parts (small moments) to engage readers.
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ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • details to describe actions, thoughts, feelings • various ways to create a sense of closure to stories • vocabulary: narrative • narrative writing focuses on a small moment • techniques for revising and editing stories • techniques for using digital tools to produce and publish writing (illustration & voice recording based) <p>Language:</p> <ul style="list-style-type: none"> • apostrophes are used to take the place of missing letters in contractions • apostrophes are used to show possession • common spelling patterns appropriate 	<p><i>Students will be able to....</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • write a narrative including <ul style="list-style-type: none"> • word choice to: <ul style="list-style-type: none"> ○ enhance sensory images. ○ show passage of time ○ dramatize feelings and emotions • temporal words that add variety in sentence structure (before, after that) • well elaborated events • descriptive actions, thoughts and feelings • strong sense of closure • produce stories that stays on a topic • revise and edit writing for narrative elements • use a variety of digital tools to produce and publish writing • work with peers to use digital tools to produce and publish writing <p>Language:</p> <ul style="list-style-type: none"> • use apostrophes to form contractions and frequently occurring possessives • generalize learned spelling patterns



for 2nd grade

- there are many strategies for determining unknown words
- words can have multiple meanings depending on the context
- different words can express levels/intensities of the same action or description

Speaking and Listening:

- what facts and details to include when orally telling a story or recounting an experience
- the importance of speaking audibly
- how a drawing or visual display could be used to better clarify a story or recall experiences
- techniques for creating a drawing or visual display that offers clarification

when spelling words

- use knowledge of language and its conventions when writing, speaking, reading or listening
- distinguish shades of meaning among closely related words

Speaking and Listening:

- tell a story or recount an experience
- use appropriate facts and relevant descriptive details
- speak audibly, in coherent sentences
- create a drawing or visual display that provides clarification about story or experience
- adapt their speech appropriately to tasks and situations



STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 3, 5, 6, 8	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3, 5	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6
Speaking and Listening Standards: 1, 3, 4, 5, 6	



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 3

Unit Title: Unit 3 - Expert Projects: Informational Writing

Course: Second Grade

Time: 4-5 weeks
November/December

Brief Summary of Unit: The Missouri Learning Standards for ELA expect that students will spend a third of their total writing time writing informational or explanatory texts. This expectation is not aimed specifically at language arts—at the writing workshop—but instead fits under a portion of the Missouri Learning Standards that emphasizes that all subjects provide opportunities for literacy learning. You'll absolutely want children to write information texts of all sorts during social studies and science.

But before you take writing across the curriculum, you will want to ramp up children's writing skills, and there are no better ways to do so than through writing units that are designed to accelerate students skills at that kind of writing. When planning a curriculum for your informational and explanatory writing units, you'll want to begin with units that are more accessible and progress over time to units that are more challenging. Lab Reports and Science Books, the unit featured in the second-grade series, will be an absolute favorite for your students. It's a new and exciting unit for us, because it is a hybrid between a science unit and a writing unit. Students conduct actual scientific investigations about force and motion, and they use writing to plan for, record, and reflect on those investigations. Later they use all they learn from their work with force and motion to write all-about books that explore a topic related to force and motion. This is heady, exciting work, and your students will devour the unit with great enthusiasm.

However, it is also ambitious work. Although students with very emergent writing skills can handle Lab Reports and Science Books, it will take children with basic information writing skills far; it supports differentiation. Therefore, it is entirely possible you may decide to teach a more straightforward information unit first, turning to Lab Reports and Science Books only



after children have had some basic experience writing all-about books. The unit detailed in this write-up lets you accomplish that goal. It is a bit more advanced than the first-grade science writing unit, but it is less advanced than Lab Reports and Science Books.

During this unit, children will write books on self-selected topics about which they have some knowledge. They will also do a bit of research on these topics, incorporating new knowledge into what they already know. The theory is that by writing information books on topics of their own choosing, children are more apt to feel invested in the project and therefore more likely to write with voice and conviction. You may encourage students to consider writing some texts about especially interesting topics related to social studies or science. (Calkins, 2013)

NYTC Link for Unit: Informational Writing

Assessments:

Pre Assessment-Link to Informational on Demand Prompt

Post Assessment will be at the End of Unit 5. Your team may decide to assess in between as needed.

Scoring-Link to Informational Second Grade Rubric

Please utilize the *Resources for Teaching Writing* included in *Second Grade Units of Study in Opinion, Information, and Narrative Writing*. This provides exemplars, rubrics, checklists, paper choices, and anchor charts.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for



<p>thoughts and ideas of others?</p> <p>6. Why it is important for me to have perseverance and personal integrity?</p> <p>7. How can I be a good digital citizen?</p>	<p>life.</p> <p>4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners.</p> <p>5. Supporting ideas with evidence and considering the evidence of others helps to build understanding.</p> <p>6. Perseverance and personal integrity are essential to success.</p> <p>7. Good digital citizens use technology effectively and ethically.</p>
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TRANSFER
Transfer Goal
<i>Students will be able to independently use their learning to...</i>
share information effectively with others.

MEANING

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • Why do writers write informational texts? • How do writers inform others? • How do writers organize information? • How do writers determine what information to share? • Why do writers research? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Informational texts can entertain, inform, persuade and call to action. • Writers use a process to gather and share information. • Writers use multiple resources, including primary and secondary. • Writers use various features and



	<p>structures to organize information.</p> <ul style="list-style-type: none"> Writers use their prior knowledge on a topic and fill in gaps through research.
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ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> engage, entertain and inform readers about a topic introduce the topic supply facts and definitions to develop points end with a concluding statement/section vocabulary: informative/explanatory, facts writing focuses on a single topic techniques for revising writing techniques for editing writing techniques for using digital tools to produce and publish writing (illustration & voice recording based) techniques for working with peers to use digital tools for writing techniques and behaviors associated with shared research and writing books on a similar topic may contain different information on that topic graphic organizers or note-taking strategies for use across several books features of reports 	<p><i>Students will be able to....</i></p> <p>Writing:</p> <ul style="list-style-type: none"> identify qualities of informative/explanatory texts select a topic for original writing select facts and definitions to develop points write informative/explanatory pieces provide a concluding statement or section use adult and peer guidance and support to strengthen writing (gathering information, interviews) produce writing that stays on a topic revise writing edit writing use a variety of digital tools to produce and publish writing work with peers to use digital tools to produce and publish writing actively participate in shared research and writing processes find several how to books about a single topic notice similarities between information presented in books



- techniques for recording numerical science operations (graphs, data collection)
- techniques for recording narrative science operations (notes, observations)
- information gathered from personal experience may differ from information gathered from sources

Language:

- irregular plural nouns (feet, children, teeth)
- sentence structure can be rearranged
- common spelling patterns appropriate for 2nd grade
- know vocabulary specific to their topic
- dictionaries can be used to determine meaning of unknown words
- words can be closely related in use and meaning

Speaking and Listening:

- a response to a question can rely on personal experience or sources
- agreed upon rules for discussion
- techniques to link their remarks to the remarks of others
- asking questions aids understanding
- techniques to extract key ideas or details from text read aloud or information presented orally or through other media

- synthesize information from several books
- produce report for summarizing findings
- record numerical science observations (graphs, data collection)
- record narrative science observations (notes, observations)

Language:

- use correct grammar when writing or speaking
- generalize learned spelling patterns when spelling words
- use knowledge of language and its conventions when writing, speaking, reading or listening
- include topic specific vocabulary when sharing their expertise
- use glossaries and beginning dictionaries, both print and digital, to determine word meanings
- use knowledge of word relationships to distinguish closely related meanings

Speaking and Listening:

- clarify information included in their writing based on others' questions
- extract key ideas or details from text read aloud or information presented orally or through other media
- recount or describe key ideas or details from text read aloud or information presented orally or through other media



<ul style="list-style-type: none"> techniques to recount or describe key ideas or details from text read aloud or information presented orally or through other media when a drawing or visual display could be used to clarify a story or recall experiences techniques for creating a drawing or visual display that offers clarification 	<ul style="list-style-type: none"> create a drawing or visual display that provides clarification for a text
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STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 2, 5, 6, 7, 8	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3, 4, 5	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6
Speaking and Listening Standards: 1, 2, 3, 5, 6	



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 4

Unit Title: Unit 4 - Writing About Reading: Opinion Writing: Persuasive Reviews

Course: Second Writing

Time: 4-5 weeks
January/Mid February

Brief Summary of Unit: Students will begin this unit writing letters—work that will be familiar to those who participated in the kindergarten opinion writing unit on persuasive letters. Across the first bend of this unit, students will draft letters about the characters they've met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. Of course, you'll invite students to uncover their opinions about more than just the characters they are getting to know; students will also write about favorite scenes, illustrations across the text, and lessons learned.

Bend I will help students not only to develop opinions about their reading, but to get energy for writing. They will learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world.

In Bend II, students will focus on raising the level of their letter writing. You'll coach students to engage in some close reading as a way to spark new ideas and to push themselves to deepen their thinking, using their Post-it® notes to elaborate on their opinion pieces. To the untrained eye, there may be portions of this bend where the writing workshop looks strikingly similar to the reading workshop in that students will be learning to read and reread closely to come up with more ideas for opinions, more details and evidence to support their opinions, as well as fun conventions that authors and illustrators use to fancy up and make their writing interesting. Before students send their letters out into the world, they will also participate in a punctuation inquiry and then work to incorporate the conventions that they are noticing in published books into their own writing.



In the final bend, students will shift gears, moving away from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards. This work will build on the first two bends as students continue to write their opinions about books and support those opinions with reasons and details from the text. However, now they will lift the level of this writing as they learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, as well as add introductions and conclusions, all in the service of teaching and persuading others. This work leads up to a class book fair, where visitors can be invited to listen to students' book award announcements as a final celebration. (*Calkins, 2013*)

NYTC Link for Unit: Writing About Reading This is based upon a Spiral Book in the Second Grade Units of Study.

Assessments:

Pre Assessment-Link to Opinion on Demand Prompt

Post Assessment will be at the End of Unit 7. Your team may decide to assess in between as needed.

Scoring-Link to Opinion Second Grade Rubric

Please utilize the *Resources for Teaching Writing* included in *Second Grade Units of Study in Opinion, Information, and Narrative Writing*. This provides exemplars, rubrics, checklists, paper choices, and anchor charts.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and



<p>perseverance and personal integrity?</p> <p>7. How can I be a good digital citizen?</p>	<p>listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners.</p> <p>5. Supporting ideas with evidence and considering the evidence of others helps to build understanding.</p> <p>6. Perseverance and personal integrity are essential to success.</p> <p>7. Good digital citizens use technology effectively and ethically.</p>
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TRANSFER
Transfer Goal
<p><i>Students will be able to independently use their learning to...</i></p> <p>effectively state and support their opinions</p>

MEANING	
Essential Questions	Understandings
<i>Students will consider...</i> <ul style="list-style-type: none">• Why do we share opinions?• How do we share opinions?• How do writers engage and affect readers?	<i>Students will understand that...</i> <ul style="list-style-type: none">• Writers share and support their opinions through a systematic process.• People share opinions to help others make decisions.• Writers engage and affect readers through use of explicit details and examples.



ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • difference between fact and opinion • opinions are strengthened by reasons • some linking words and their functions • opinion pieces follow a predictable structure (intro with statement of topic, reasons to support and closure) • opinion writing focuses on a single topic • techniques for revising and editing opinion writing • techniques for using digital tools to produce and publish writing (illustration & voice recording based) • techniques for working with peers to use digital tools for writing • information gathered from personal experience may differ from information gathered from sources (in relation to opinion) <p>Language:</p> <ul style="list-style-type: none"> • commas separate parts of a letter • common spelling patterns appropriate for 2nd grade • different words can express levels/intensities of the same action or description (in relation to opinions) 	<p><i>Students will be able to....</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • identify qualities of opinion pieces • select a topic for original writing • form an opinion about the topics • supply multiple reasons for the opinion • use linking words to connect opinions and reasons • write with a predictable structure (intro with statement of topic and opinion, reasons to support and concluding statement and section) • use adult and peer guidance and support to strengthen writing • produce writing that stays on a topic • revise and edit writing for elements of opinion writing • use a variety of digital tools to produce and publish writing • work with peers to use digital tools to produce and publish writing <p>Language:</p> <ul style="list-style-type: none"> • use correct grammar when writing or speaking • use commas after greeting and closing in a letter • generalize learned spelling patterns when spelling words • use knowledge of language and its



<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • a response to a question can rely on personal experience or sources • agreed upon rules for discussion 	<p>conventions when writing, speaking, reading or listening</p> <ul style="list-style-type: none"> • distinguish shades of meaning among closely related words in relation to persuasion (sometimes, always, never) <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • respond (independently) to a question using recalled information from experiences or gathered information from provided sources • add to conversations about grade two topics and texts • link their comments to the remarks of others
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STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 1, 5, 6, 8	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3, 5	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6
Speaking and Listening Standards: 1, 3, 6	



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 5

Unit Title: Unit 5 - Nonfiction Texts Craft Structures

Course: Second Grade

Time: 4-5 weeks

Mid February/Mid March

Brief Summary of Unit: Students will begin this unit writing letters—work that will be familiar to those who participated in the kindergarten opinion writing unit on persuasive letters. Across the first bend of this unit, students will draft letters about the characters they’ve met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. Of course, you’ll invite students to uncover their opinions about more than just the characters they are getting to know; students will also write about favorite scenes, illustrations across the text, and lessons learned.

Bend I will help students not only to develop opinions about their reading, but to get energy for writing. They will learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world.

In Bend II, students will focus on raising the level of their letter writing. You’ll coach students to engage in some close reading as a way to spark new ideas and to push themselves to deepen their thinking, using their Post-it® notes to elaborate on their opinion pieces. To the untrained eye, there may be portions of this bend where the writing workshop looks strikingly similar to the reading workshop in that students will be learning to read and reread closely to come up with more ideas for opinions, more details and evidence to support their opinions, as well as fun conventions that authors and illustrators use to fancy up and make their writing interesting. Before students send their letters out into the world, they will also participate in a punctuation inquiry and then work to incorporate the conventions that they are noticing in published books into their own writing.



In the final bend, students will shift gears, moving away from persuasive letters into more of an essay format as they write to persuade others that their favorite books are worthy of awards. This work will build on the first two bends as students continue to write their opinions about books and support those opinions with reasons and details from the text. However, now they will lift the level of this writing as they learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, as well as add introductions and conclusions, all in the service of teaching and persuading others. This work leads up to a class book fair, where visitors can be invited to listen to students' book award announcements as a final celebration. In this unit students will notice various craft structures within the nonfiction genre (true/false, heading/facts, question/answer, narrative nonfiction etc), pick a topic to write about and fit the craft structure to the chosen topic.

NYTC Link for Unit: [Writing about Reading](#)

Assessments:

Pre Assessment- Reflect on where your writers were at the End of Unit 3. Your team may decide to assess in between Unit 3 and Unit 5 as needed.

Post Assessment- [Link to Informational on Demand Prompt](#)

Scoring- [Link to Informational Second Grade Rubric](#)

Please utilize the *Resources for Teaching Writing* included in *Second Grade Units of Study in Opinion, Information, and Narrative Writing*. This provides exemplars, rubrics, checklists, paper choices, and anchor charts.



WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen? 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER
<p>Transfer Goal</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>write with precision to reach an audience and fulfill a purpose</p>



MEANING

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> • How do writers write for an intended audience? • How do writers write for an intended purpose? • How do writers expand their ideas? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writers write with precision to reach their intended audience • writers use specific features and formats to reach an audience and fulfill a purpose • Writers revise constantly.

ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • how to engage, entertain and inform readers about a topic • various ways to introduce their topic • how to supply facts and definitions to develop points • how to end with a concluding statement/section • vocabulary: informative/explanatory, facts • techniques for revising and editing informational writing • techniques and behaviors associated 	<p><i>Students will be able to....</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • identify qualities of informative/explanatory texts • select a topic for original writing • select facts and definitions to develop points • write informative/explanatory pieces • provide a concluding statement or section • use adult and peer guidance and support to strengthen writing • produce writing that stays on a topic • revise writing



with shared research and writing

- books on a similar topic may contain different information on that topic
- graphic organizers or note-taking strategies for use across several books
- features of reports
- techniques for recording numerical science operations (graphs, data)
- techniques for recording narrative science operations (observations, notes)

Language:

- when a drawing or visual display could be used to clarify a topic
- techniques for creating a drawing or visual display that offers clarification (nonfiction text features)
- correct grammar and usage impacts how well a message is understood
- common spelling patterns appropriate for 2nd grade
- words can have multiple meanings depending on the context
- different words can express levels/intensities of the same action or description

- edit writing
- use a variety of digital tools to produce and publish writing
- work with peers to use digital tools to produce and publish writing
- actively participate in shared research and writing processes
- find several how to books about a single topic
- notice similarities between information presented in books
- synthesize information from several books
- produce report for summarizing findings
- record numerical science observations
- record narrative science observations

Language:

- use correct grammar when writing or speaking
- generalize learned spelling patterns when spelling words
- use knowledge of language and its conventions when writing, speaking, reading or listening
- distinguish shades of meaning among closely related words related to the topic (sometimes, always, never)
- use dictionaries and other resources to ensure correct spelling and use of topic specific vocabulary

Speaking and Listening:



Speaking and Listening:

- a response to a question can rely on personal experience or sources
- agreed upon rules for discussion
- techniques to extract key ideas or details from text read aloud or information presented orally or through other media
- techniques to recount or describe key ideas or details from text read aloud or information presented orally or through other media
- extract key ideas or details from text read aloud or information presented orally or through other media
- recount or describe key ideas or details from text read aloud or information presented orally or through other media
- create a drawing or visual display that provides clarification about the topic

STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 2, 5, 6, 7, 8	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3, 5	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6
Speaking and Listening Standards: 1, 2, 3, 5, 6	



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 6

Unit Title: Unit 6 - Poetry: Big Thoughts in Small Packages

Course: Second Grade

Time: 3-4 weeks
Mid March/Mid April

Brief Summary of Unit: This poetry unit is divided into three bends, each one helping children deepen their understandings of poetry. First, students will learn that poets are sparked by objects and feelings that they translate to music on the page. This early part of the unit, with its special attention to sound, will help develop students' readers' ears as they experiment with line breaks, as they come to understand that a poem is different from a story. A poem looks different from prose, and line breaks help a reader know when to pause. As the unit progresses in Bend II, children will recognize that in a poem, choice and placement of words matter more than ever. They will admire and experiment with metaphor, deepening their ability to see like poets. You will not focus on teaching rhyme or forms such as haiku or diamante, but rather on meaning and crafting through repetition, metaphor, white space, and language. As you round Bend III, children will explore various natural structures of poems: story poems, poems with a back-and-forth structure, list poems.

Bend I introduces students to the sounds and feelings of poetry by having them read poems aloud in groups, with partners, and alone. The brevity and music of poetry invites repeated readings, and by reading poems again and again, children will begin to internalize the varied rhythms of this genre. By spending early time with favorite poems, you will have many teachers as you write through the unit. This unit is peppered with poetry from many poets, especially Kristine O'Connell George, and you will want to collect favorite poems of your own. Each poem will silently offer your writers guidance as they choose topics, structures, metaphors, language, and line breaks for their poems. During these early days, children will explore objects and memories, recognizing the poetry in their own lives. In this first bend, set up a table or corner where you will collect humble and beautiful objects from nature: small



rocks, nests, shells, snakeskin sheds. The very first few days of this unit will focus on how poets see and hear the world differently and how children can and do see with “poets’ eyes.” Writer Annie Dillard said, “How we spend our days is, of course, how we spend our lives,” and by collecting and studying natural objects, you will teach children that this is a worthy way to spend life—drawing, thinking, wondering, comparing. The work of poetry is not simply making marks on paper; it is work of deepening observation. These early days are for inner work, deep seeds that will later flower into leafy poems. You will help the children learn to listen and to see and to care. Children will write many poems about pine cones and dandelions, making comparisons and experimenting with line breaks.

They will soon move to writing about their own topics, just as they have in all other units, learning that their own stories and wonderings can be shaped into poems too. You will teach them how poets choose topics that matter and that hold big feelings in moments or images. Your class will discover poems in their own lives and will discuss where poets of favorite poems may have found their inspiration. Students will understand that spelling matters in poetry, recognizing that each word must be clear to readers. To this end, you will teach a new strategy for editing for spelling as students prepare for a first small poetry celebration.

In Bend II, your students will have even more opportunities to dive into work and play with language. The lessons in this bend focus on how poets choose precise words, use repetition, and convey feelings. Together, you will notice how poems have different moods and how poets choose words and rhythms to match these moods. Children will collect poems in their folders, annotating them to indicate places where poets did something interesting with words, and you will encourage them to use these collected poems as mentors, experimenting with these same techniques. Because they will be writing many poems, each lesson and technique you teach can be used in a new poem or to revise an old favorite. This bend places a special emphasis on metaphor, first helping children to make comparisons and then teaching them to sustain one metaphor over several lines. Throughout this unit, your goal will be to strengthen students’ understandings of structure and metaphor, word choice and repetition. While we focus more closely on these poetic devices in this unit, our intention is that children will bring these understandings to all of their future writing. As you engage your class in the work of the day, you will expect that they also build on their repertoire of poetry strategies. Expect them to be able to tell you what they are trying out: “I used lots of repeating in my poem to show how dizzy I really felt.” By encouraging children to read poems aloud throughout this unit, we help them tune their ears to the rhythms of all writing.



Bend III will continue your study of all aspects of poetic language, but you will especially focus on structure, teaching students that poets choose structures. The lessons in this bend will help children “fly above” various poems, noticing particularly how they are sewn together. Your lessons will teach children to read like writers as they name how some poems are story poems, some are lists with twists, and some have a back-and-forth structure. Be prepared that your children will likely notice aspects of structure you have not introduced, because children are very observant and interested in reading like writers. During this bend, you might want to look at a one-poet collection, such as *Old Elm Speaks* by Kristine O’Connell George, noticing the many ways she approaches the topic of trees: story poems, list poems, mask poems. Children will learn to notice structure, seeing lists and stories, questions and answers as ways to organize poetry. This bend will not focus on forms such as limerick and haiku, but rather, on more natural structures that we often find in poetry. Your class will play with point of view, realizing that they can pretend to speak to something or as something or create imaginary back-and-forth conversations in the shape of poems. This final bend will end as children revise their poems for careful language, edit, and celebrate their poems in a variety of ways.

[NYTC Link to Unit: Poetry: Big Thoughts in Small Packages](#)

Assessments:

Pre/Post-Prompt the students to write an On Demand Poem.

Possible rubric / 2nd Gr. Poetry Rubric



WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen? 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER
Transfer Goal
<p><i>Students will be able to independently use their learning to...</i></p> <p><i>interpret and appreciate poetry and songs</i></p>



MEANING

<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I study published songs and poems in order to notice what other writers do? • How can I try some of those things in my own writing? • How can I write lots of songs and poems- writing about things that matter to me? • How can I show my thoughts and feelings (point of view) in my poems? • How can I make my songs and poems longer and then get them ready for publications? • How do I create a poem that sounds pleasant? 	<p>Understandings</p> <ul style="list-style-type: none"> • writers study other writer's work to notice and emulate their techniques • Writers reread, reflect and revise • Writers write about meaningful topics that matter to them. • writers share their point of view/voice through word choice and poetic devices • Writers choose specific words to evoke thoughts and feelings. • Writers use poetic devices/techniques such as rhythm, rhyme, line breaks, etc. to create a pleasant sounding poem
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ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i> Writing</p> <ul style="list-style-type: none"> • writing focuses on a single topic • details strengthen writing adding interest and clarity • poems address point of view • poetic devices help to create the 	<p><i>Students will be able to....</i> Writing</p> <ul style="list-style-type: none"> • write a piece that stays on a topic • use details in writing adding interest and clarity • uses words that explain or infer one's thoughts and feelings about the topic • use poetic devices to set a



<p>tone or mood of the poem, such as word choice, rhythm, rhyme, pace, repetition, line breaks, metaphors, similes, alliteration, white space</p> <ul style="list-style-type: none"> • definitive endings that provide closure • when to use guidance and support from adults • how to use guidance and support from peers • how to use (with guidance) a variety of digital tools to produce and publish writing 	<p>mood/tone, such as word choice, rhythm, rhyme, pace, repetition, line breaks, metaphors, similes, alliteration, white space</p> <ul style="list-style-type: none"> • include a satisfying ending • use adult guidance and support to strengthen writing • use strategies and techniques for responding appropriately to questions and suggestions from peers • use a variety of digital tools to produce and publish writing
<p>Language</p> <p>Correct grammar and usage impacts how well a message is understood:</p> <ul style="list-style-type: none"> • collective nouns • irregular plural nouns • reflexive pronouns • past tense of frequently occurring irregular verbs • adjectives • adverbs • how to produce, expand, and rearrange complete simple and compound sentences 	<p>Language</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking:</p> <ul style="list-style-type: none"> • use collective nouns (e.g. group) • form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) • use reflexive pronouns (e.g. myself, ourselves) • form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) • use adjectives and adverbs, and choose between them depending on what is to be modified • produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watch the movie; The little boy watch the movie;



<p>Correct conventions, such as, capitalization, punctuation, and spelling usage impacts how well a message is understood.</p> <ul style="list-style-type: none"> • holidays, product names, and geographic names must be capitalized • how to use apostrophes in contractions and on possessive nouns • how to generalize learned spelling patterns when writing words (e.g., cage -badge; boy - boil) • how to use reference materials such as a thesaurus, dictionary, and books in general to correctly spell unknown words • how to use sentence context to determine the meaning of a word or phrase • how to use known prefixes to understand a word • how to determine meaning of compound words • how to use a thesaurus or a dictionary, both print and digital, to determine or clarify the meaning of words and phrases • how words connect to real life • that closely related verbs have slightly 	<p>The action movie was watched by the little boy)</p> <p>Demonstate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • capitalize holidays, product names, and geographic names • use an apostrophe in contractions and on possessive nouns • generalize learned spelling patterns when writing words (e.g., cage -badge; boy - boil) • consult reference materials to correctly spell unknown words, including a thesaurus, a dictionary, and books in general • use sentence-level context as a clue to the meaning of a word or phrase • determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell) • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark) • use a thesaurus or a dictionary, both print and digital, to determine or clarify the meaning of words and phrases • identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) • distinguish shades of meaning among
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- differing shades of meaning
- that closely related adjectives have slightly differing shades of meaning
- how to use words and phrases acquired through conversations, reading and being read to, and responding to texts

Reading Literature

- how to recount poems and songs and determine their central message, lesson, or moral
- how to identify words and phrases in poems that suggest feelings or appeal to the senses
- techniques for comparing and contrasting
- strategies for reading poetry
- strategies for comprehending poetry of appropriate complexity for grade 2 with prompting and support

Speaking and Listening

The value of collaborative conversations about topics and texts with diverse partners in small and larger groups

- agreed-upon rules for discussion
- how to respond to others' comments

- closely related verbs (toss, throw, hurl)
- distinguish shades of meaning among closely related adjectives (thin, slender, skinny, scrawny)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts

Reading Literature

- recount poems and songs and determine their central message, lesson, or moral
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- compare and contrast two or more poems on similar subjects
- read and comprehend poetry of appropriate complexity for grade 2 with prompting and support

Speaking and Listening

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- build on others' talk in conversations by linking their comments to the remarks of others



- how to ask questions to help clear up confusion
- how to use appropriate facts and relevant, descriptive details
- how to speak audibly in coherent phrases or sentences
- how to use audio equipment
- when to use drawings and other visual displays to poems to clarify ideas, thoughts, and feelings

- ask for clarification and further explanation as needed about the topics and texts under discussion
- use appropriate facts and relevant, descriptive details
- speak audibly in coherent phrases or sentences
- create audio recordings of poems
- add drawings or other visual displays to poems when appropriate to clarify ideas, thoughts, and feelings



STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 3, 5, 6,	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3, 4, 5, 6	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3-5, 3.6 4.1, 4.4, 4.5, 4.6
Reading Literature Standards: 2, 4, 9, 10	
Speaking and Listening Standards: 1, 2, 3, 4, 5, 6	



Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit 7

Unit Title: Writers Make Your Case! Writing Arguments About Books and Characters

Course: Second Grade

Time: 4-5 weeks
Mid April/May

Brief Summary of Unit: There is more to opinion and argument writing than reviews, recommendations, and nominations. Sophisticated argument writing requires authors to develop an idea or initial opinion, take a strong stance, gather evidence and support, and, even still, try their hardest to use everything they know and believe to convince others of their opinion. This is the work of this unit - to teach children that not only do they have opinions, but they have the tools and the knowledge to develop strong ideas and convince others of these opinions. This unit builds on the first-grade unit on reviews and the earlier second-grade unit on persuasive letters and nominations. In this new unit of study, you'll launch your second graders into a second unit on writing about reading, but this time with a more sophisticated, "reaching-towards-third-grade" feel to it. The unit will harness the energy that comes with new and ambitious work, while holding true to the challenges of teaching seven-year-olds to write to think and debate. This unit begins by providing space for children to play around with their ideas about books and the characters, settings, and lessons harbored within. This kind writing-to-think work, of course, supports the persuasive writing that students will do as the unit progresses, but it also teaches children to create the more complex notebook pages that will support their current and future reading. The new, major structure that you'll teach children within opinion writing will be compare-contrast, as this structure leads children to state clear opinions and to back these up with some evidence which sets them up to debate and argue their points, important skills that will be forefront on the list of expectations as children move on to third grade and beyond. This layers beautifully over the fiction, folktales, and fairytales reading work students are doing in reading workshop, as these genres provide extensive opportunities for comparing and contrasting characters, settings, and ideas. In kindergarten and first grade, students write opinion pieces in only one unit over the course of the year. However, second grade has two units to address the argument writing



standards. This unit complements the prior opinion unit while propelling students to make the transition from forming and writing an opinion, to developing and taking a strong stance, to forming an argument to support their idea. (*Calkins, 2013*)

NYTC Link to Unit: Writers Make Your Case! Writing Arguments About Books and Characters

Assessments:

Pre Assessment-Reflect on how your writers finished Unit 4. Your team may decide to assess in between Unit 4 and Unit 7 as needed.

Post Assessment-Link to Opinion on Demand Prompt

Scoring-Link to Opinion Second Grade Rubric

Please utilize the *Resources for Teaching Writing* included in *Second Grade Units of Study in Opinion, Information, and Narrative Writing*. This provides exemplars, rubrics, checklists, paper choices, and anchor charts.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ol style="list-style-type: none"> 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen? 	<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding.



	6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.
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TRANSFER
Transfer Goal
<i>Students will be able to independently use their learning to...</i> improve opinion writing by using evidence from text

MEANING

Essential Questions	Understandings
<i>Students will consider...</i> <ul style="list-style-type: none"> How can I write lots of opinion pieces about the characters in books I've read? How can I find the best evidence and organize my writing to prove my opinion? How can make my writing as clear and as convincing as possible to prepare for my debate performance? How can I read and present my writing in a way that engages my audience? 	<i>Students will understand that...</i> <ul style="list-style-type: none"> Writers write opinions about characters. Writers strengthen their opinion writing by finding different types of evidence to use as reasons to support their opinion. Writers will gather evidence and write with organization. Writers are writing to argue against some other idea. Writers revise and edit to make work clear and readable. Writers of opinion try to convince their



	audience.
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ACQUISITION

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • difference between fact and opinion • opinions are strengthened by reasons • some linking words and their functions • opinion pieces follow a predictable structure (intro with statement of topic, reasons to support and closure) • opinion writing focuses on a single topic • techniques for revising and editing opinion writing • techniques for using digital tools to produce and publish writing (illustration & voice recording based) • techniques for working with peers to use digital tools for writing • information gathered from personal experience may differ from information gathered from sources (in relation to opinion) 	<p><i>Students will be able to....</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • identify qualities of opinion pieces • select a topic for original writing • form an opinion about the topics • supply multiple reasons for the opinion • use linking words to connect opinions and reasons • provide a concluding statement or section • write with a predictable structure (intro with statement of topic and opinion, reasons to support and concluding statement and section) • use adult and peer guidance and support to strengthen writing as needed by revising and editing • produce writing that stays on a topic • revise and edit writing for elements of opinion writing • use a variety of digital tools to produce and publish writing • work with peers to use digital tools to produce and publish writing • recall information from sources to answer a question

**Language:**

- capitalize dates and names of people
- use end punctuation
- use apostrophe for forming contractions and showing possession
- common spelling patterns appropriate for 2nd grade
- different words can express levels/intensities of the same action or description (in relation to opinions)

Speaking and Listening:

- a response to a question can rely on personal experience or sources
- agreed upon rules for discussion

Language:

- use correct conventions
- use correct grammar when writing or speaking
- generalize learned spelling patterns when spelling words
- use knowledge of language and its conventions when writing, speaking, reading or listening
- distinguish shades of meaning among closely related words in relation to persuasion

Speaking and Listening:

- respond (independently) to a question using recalled information from experiences or gathered information from provided sources
- add to conversations about grade two topics and texts
- link their comments to the remarks of others
- ask for clarification or further explanation as needed



STANDARDS ALIGNMENT

Missouri Learning Standards for ELA	Show-Me Standards
Writing Standards: 1, 5, 6, 8	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Language Standards: 1, 2, 3, 5	Performance Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6
Speaking and Listening Standards: 1, 2, 3	