

2nd Grade

Unit 1- Narrative 12 wks

Unit 2- Expository/Opinion 12 wks

Unit 3- Application and Integration 8 wks

Writing lessons are based on a 45 minute period. You will note the lesson length under the column “# of periods per lesson”. Numbers in this column in parenthesis are not counted towards the unit length, as cross-curricular or enrichment/ differentiation connections are offered.

bolded=standard used for first time in this unit

<u>Section 1: Recognizing Genre/ Organization (8 ½ days)</u>	<u># of periods per lesson</u>
<ul style="list-style-type: none"> ● Creating Book Covers for Narrative Stories & Expository Texts – p. 21-29 <ul style="list-style-type: none"> ○ RF.2.4A, W.2.2, W.2.3 ○ Note: This side by side comparison should be routine with any text reading. ● Annotating and Analyzing Narrative Stories and Expository Pieces – p. 30-37 <ul style="list-style-type: none"> ○ RL.2.2, RL.2.10, RI.2.2, RI.2.10, RF.2.4.A, W.2.2, W.2.3 ○ Note: It is recommended that the Narrative Diamond, Expository Pillar, and both accompanying summarizing framework be visible for reference in the classroom. Laminating them will also allow for reinforcement as you identify elements and summarize with a non-permanent marker with any text read. 	2 2
<ul style="list-style-type: none"> ● Sorting Details – p. 44-45 <ul style="list-style-type: none"> ○ RI.2.2, W.2.2 	½
<ul style="list-style-type: none"> ● Annotating and Analyzing Expository Writing – p. 47-52 <ul style="list-style-type: none"> ○ RI.2.2, RI.2.10, RF.2.4.A, W.2.2 ○ Time-saver Tip: Utilize the “Make It Your Own” instructions on p. 62-63 to create cross-curricular connections. You will also notice that textbooks and many children’s magazine articles lend themselves well to the annotation and analysis process. 	1
<ul style="list-style-type: none"> ● Finding Irrelevant, Extraneous Details – p. 64-65 <ul style="list-style-type: none"> ○ RI.2.2, W.2.2 	½
<ul style="list-style-type: none"> ● Recognizing Genre & Introducing Opinion Writing – p. 67-69 <ul style="list-style-type: none"> ○ RL.2.1, RI.2.6, RF.2.4.A, W.2.1, W.2.2, W.2.3 	½
<ul style="list-style-type: none"> ● Recognizing Main Ideas & Supporting Detail – p. 72-75 <ul style="list-style-type: none"> ○ RI.2.2, W.2.2 	1
<ul style="list-style-type: none"> ● Cut & Paste – p. 78-79, 83-85 <ul style="list-style-type: none"> ○ RI.2.2, W.2.2 	1

Section 2: Broad Yet Distinct Main Ideas/ Reasons (13 ½ days)

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| ● Sort and Categorize – p. 102-107 | ½ |
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- W.2.2
- Time-saver Tip: Students have multiple opportunities to practice and reinforce this concept throughout the school day. Examples include sorting percussion instruments and wind instruments in music, states of matter in science, or attributes of shapes in math.
- Compare These Pieces – p. 110-112 1
 - **RI.2.1**, RI.2.2, W.2.2
- Pick, List, and Choose – p. 117-118, 121 2
 - W.2.2, **W.2.5**, **SL.2.1**, **SL.2.1.C**, **L.2.6**
- Pick, List, Choose, Ask, Find to Generate Main Ideas/ Reasons – p. 119-124 (1)
 - W.2.2, W.2.5, **W.2.7**, SL.2.1, SL.2.1.C, L.2.6
 - Note: This lesson can be used when introducing a new unit of study in Science or Social Studies to allow opportunity to assess students' existing knowledge of the topic. It will also help make instruction more engaging as it pinpoints students' areas of interest related to the topic.
- Main Ideas/ Reasons- Don't Overlap Them! – p. 125-128 1
 - W.2.1, W.2.2
- Main Ideas/ Reasons- Distinct or Overlapping? – p. 131-133, 135 2
 - W.2.1, W.2.2, W.2.5
- Recognizing Main Ideas/ Reasons – p. 139-141 1
 - RI.2.6
- Generating Broad Yet Distinct Main Ideas/Reasons – p. 142-143 ½
 - W.2.2, W.2.5
 - Time-saver tip: Continue application across content areas. For example, if the topic in science is what animals need to survive, students might have (1) food, (2) water, and (3) shelter as their main ideas. Discuss with students how these needs could be further explained.
- Alternatives to Boring, Redundant Main Idea/ Reason Sentences – p. 146-149 ½
 - W.2.5
- Revising Boring, Redundant Main Idea/ Reason Sentences – p. 150-152 ½
 - W.2.5, **L.2.2**
- Main Idea/ Reason Blurbs into Sentences – p. 155-156, 158 2
 - W.2.1, W.2.2, W.2.5, L.2.2
- The Missing Main Ideas and Reasons – p. 160-163 1
 - RI.2.2, W.2.1, W.2.2
 - Note: Using this “check system” while reading any informational text can remind students how authors organize paragraphs.
- Sentence Variety and Word Choice – p. 167-170 1
 - (RL.2.1), RI.2.1, **RI.2.4**, W.2.5, SL.2.1, SL.2.1.C, **L.2.3**, **L.2.4.C**, L.2.6
 - Note: This skill can be reinforced during any discussion with students to maximize vocabulary instruction and inferencing skills. For example, Arkansas can be referred to as the natural state, a land of opportunity, or Razorback territory.
- Review: Broad Yet Distinct Main Ideas – p. 172-173 ½

- W.2.2

Section 3: Elaboration- Detail Generating Questions (11 days)

- Good...and Better! – p. 180-182, 184 ½
 - W.2.2, W.2.5
- General vs. Specific – p. 186-188 ½
 - W.2.2, W.2.5
- Recognizing Overly General Words/ Phrases & Specific Examples – p. 189, 191, 193, 195 1
 - W.2.2, W.2.5, **W.2.10**, SL.2.1, SL.2.1.C, **L.2.1**, L.2.2, L.2.3, L.2.6
 - Note: Overly general words/phrases such as *stuff*, *things*, and *much more* can be charted similarly to the overly general “blurbs” on p. 101.
- What Does it Look Like? Why is it Important?: Grab Bag – p. 198 1
 - W.2.2, W.2.5, SL.2.1, SL.2.1.C, **SL.2.6**
- What Does it Look Like? Why is it Important?: Recognizing Details – p. 199-200 ½
 - W.2.2, W.2.5, SL.2.1, SL.2.1.C, SL.2.6
- What Does it Look Like? Why is it Important?: Sentence Matching – p. 201-203 ½
 - W.2.2
- Writing Sentences Using Detail-Generating Questions – p. 206-209 1
 - W.2.2, W.2.5, L.2.1, L.2.2, L.2.3, L.2.6
- What Does it Look Like? Why is it Important?: Zoo Animals – p. 212-214, 217 3
 - **RI.2.7**, W.2.2, W.2.5, W.2.7, **W.2.8**, W.2.10, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.3, L.2.6
 - Note: This lesson can be easily applied to the topic of properties of matter in physical science (PS2).
- Using Detail-Generating Questions in Paragraphs – p. 218-224, 226, 229 3
 - W.2.2, W.2.5, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.3, L.2.6

Section 4: Research

Note: It is recommended to integrate all lessons in Section 4 into Science or Social Studies.

- Using Visual Clues – p. 234-238 (1)
 - W.2.2
- Reading Strategically Using Text Conventions – p. 255-261 (1)
 - **RI.2.5**, RI.2.7, RF.2.4.A
- Recognizing “Golden Bricks”: Statistics and Expert Quotes Within Text – p. 266-268, 272 (1)
 - RI.2.1, RI.2.2
- Doing Research and Taking Notes – p. 275-280 (2)
 - RI.2.1, W.2.7, W.2.8
- Listening and Taking Notes – p. 281-285 (1)
 - **SL.2.2**

Section 5: Introductions and Conclusions (9 days)

- Identifying Different Types of Leads: Recognizing Topic Sentences – p. 292-298 1
 - RI.2.1, RI.2.2, RF.2.4.A, W.2.2.
- Recognizing Main Ideas/ Reasons in Topic Sentences – p. 301-302, 304-306 1
 - W.2.1, W.2.2
- Writing an Effective Lead Using a Question – p. 310-313 2
 - W.2.1, W.2.2
- Writing an Effective Lead Using Three Techniques – p. 316-324 (1)
 - W.2.1, W.2.2
 - Note: This lesson provides enrichment/ differentiation practice for advanced students.
- Using Informative Verbs in Introduction Paragraphs – p. 325-328 ½
 - W.2.1, W.2.2, W.2.5
- Recognizing Main Ideas/ Main Reasons in Conclusion Paragraphs – p. 331-332 ½
 - RI.2.1, RI.2.2, W.2.1, W.2.2
- Writing a Conclusion Paragraph – p. 335-337 2
 - W.2.1, W.2.2, W.2.5, W.2.10, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.3, L.2.6
- Using Word Referents in Conclusion Paragraphs– p. 341-343 1
 - RI.2.4, W.2.5
- Matching Introductions and Conclusions p. 344-347 1
 - W.2.2
- Challenge: Writing Conclusions – p. 356-359 (2)
 - W.2.1, W.2.2, W.2.5, W.2.10, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.3, L.2.6
 - Note: This lesson provides enrichment/ differentiation practice for advanced students.

Section 6: Authentic Writing Tasks (6 days)

- Analyzing Prompts for Givens and Variables p. 375-389
 - W.2.1, W.2.2
 - Note: This lesson allows the opportunity to prepare students for assessment and can be utilized when needed.
- 6-Day Process Writing – p.391-398 6
 - W.2.1, W.2.2, W.2.5, W.2.10, SL.2.1 SL.2.1.C, L.2.1, L.2.2, L.2.3, L.2.6
 - Note: Students should receive timely feedback before attempting another process piece. Any teacher comments should be made in skill-specific language. Consider highlighting only key skills that will effectively help students to move their writing to the next level. Using the *Author's Group Revision Model* (<https://www.empoweringwriters.com/toolbox/authors-group-model/>) will maximize instructional time by providing an opportunity to discuss those key skills.
 - The following links provide a rubric specific to each skill area for expository and opinion writing.

<https://www.empoweringwriters.com/toolbox/expository-rubric/>
<https://www.empoweringwriters.com/toolbox/opinion-rubric/>

Total= 48 days or 9 weeks, 3 days

Link to Grade 2 Standards:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Eng%20Lang%20Arts/2016_ELA/SecondGradeELA.pdf