

# Elementary Writing Curriculum: Units of Study in Writing

## Grade 2

Unit 1: Lessons from the Masters			
<b>Overview</b>	<p>Students will be able to independently use their learning to write about a small moment. Students will generate powerful beginnings and endings to their small moment stories. Students will use mentor text to generate different authors' craft moves for their small moment writing. They will be making reading and writing connections, drawing on everything they have learned to discover craft moves in books they are reading on their own and applying these to their own writing.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers will find small moments in their lives.</li> <li>• Writers will stretch out and magnify their small moments, writing these with great attention to detail and crafting powerful beginnings and endings.</li> <li>• Writers will write with intentions and learn from author's craft.</li> <li>• Writers will use the narrative checklist to assess their work and to set goals for themselves as writers.</li> <li>• Writers will review and edit to make their writing clear and powerful.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Studying the Masters for Inspiration and Ideas	In this bend, teachers will teach students to find small moment ideas in their lives. They will teach students ways to stretch out and magnify their small moments by writing them with great attention to detail and by crafting powerful beginnings and endings.	Priority Standards across the Unit that will be addressed:  W.2.3 W.2.5 W.2.8
	Bend II: Noticing Author's Craft: Studying Imagery, Tension, and Literary Language	In this bend, teachers will spotlight writing with purpose and learning from authors' craft. Students will understand why an author uses a particular craft move and revise by paying attention to word choice and language.	
	Bend III: Study Your Own Authors	In this bend, students will 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.	
<b>Unit Resources</b>	<p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>• <i>Owl Moon</i> by Jane Yolen</li> <li>• <i>The Leaving Morning</i> by Angela Johnson</li> <li>• <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</li> </ul>		
<b>Lesson Topics Across the Unit</b>	<p>Lesson 1: Discovering Small Moments That Matter: Generating Ideas for Writing  Lesson 2: Capturing Story Ideas: Tiny Topics Notepads  Lesson 3: Stretching Out Small Moments  Lesson 4: Writing with Detail: Magnifying a Small Moment  Lesson 5: Revising with the Masters: Crafting Powerful Endings  Lesson 6: Rereading Like Detectives: Making Sure Our Writing Makes Sense and Sounds Right  Lesson 7: Working Hard: Setting Goals and Making Plans for Writing Time  Lesson 8: Revising with Intent  Lesson 9: Close Reading: Learning Writing Moves from a Text  Lesson 10: Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors  Lesson 11: Learning to Write in Powerful Ways: Trying Out a Second Craft Move  Lesson 12: Emulating Authors in Ways that Matter: Revising in Meaningful Ways  Lesson 13: Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language  Lesson 14: Rereading and Quick Editing: Preparing for a Mini-Celebration  Lesson 15: Learning Craft Moves from Any Mentor Text  Lesson 16: Being Bold: Trying New Craft Moves  Lesson 17: Writers Can Help Each Other: Partners Offer Feedback  Lesson 18: Editing and Preparing for Publication</p>		
<b>Unit 2: How-To Guide for Nonfiction Writing</b>			
<b>Overview</b>	<p>In this unit, writers will independently come up with areas of expertise, structure a book using a table of contents, or planning across pages. The teacher will support the students' endeavor in writing many books in shorter time frames, crafting information with a specific audience in mind, and helping students dive into an inquiry of other kinds of nonfiction texts, learning to teach information in different ways.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers will remember all that they know about writing nonfiction chapter books and then write many books quickly.</li> <li>• Writers will consider their audience and write with a purpose.</li> </ul>		

	<ul style="list-style-type: none"> <li>Writers will focus on elaboration and revision.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Writing Lots of Nonfiction Books Quickly	In this bend, students will start writing many nonfiction books right away. They should be choosing topics that they are already an expert. Teachers will teach writers to study other nonfiction authors, noticing the interesting and they do to teach in their books. Students will be introduced to the Information Writing Checklist and begin editing.	Priority Standards across the Unit that will be addressed:  W.2.2 W.2.5 W.2.7 W.2.8
	Bend II: Writing for an Audience	In this bend, students will choose audiences and provide them with a purpose. Students will focus their writing by asking, “What information does my audience want to know?” Teachers will teach students to notice how mentor authors hook their readers right away and have them try out a variety of leads. Students will revise their writing in this bend by adding and taking away information in places that would leave the audience confused or wanting more.	
	Bend III: Writing Nonfiction Books of All Kinds	In this bend, students will look at new ways to structure nonfiction writing including a question-and-answer book, a story that teaches, or a how-to book. Students will provide each other with peer feedback which will lead to making final touches and publishing books for their celebration.	
<b>Unit Resources</b>	<p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>Informational Books by Gail Gibbons and Seymour Simon</li> <li><i>How to Be a Baby...by Me, the Big Sister</i> by Sally Lloyd-Jones</li> <li><i>Why Do Dogs Bark?</i> by Joan Holub</li> <li><i>Growing Frogs</i> by Vivien French</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Launching the Big Work of Nonfiction Writing in Accessible Ways  Lesson 2: Learning from the Experts: Noticing, Naming, and Trying Out Craft Moves in Nonfiction Books  Lesson 3: Nonfiction Writers Squeeze Their Brains: Writing Long to Teach Readers a Lot of Information  Lesson 4: Writers Set Goals and Make Plans  Lesson 5: A Trip to the Editor: Preparing for a “Meet the Author” Celebration  Lesson 6: Nonfiction Writers Consider What Information Their Audience Wants to Know  Lesson 7: Helping Readers Picture Information</p>		

	<p>Lesson 8: Nonfiction Writers Aim to Hook an Audience’s Interest</p> <p>Lesson 9: Writers Do More Than One Thing at Once: Making Writing Interesting <i>and</i> Keeping One’s Audience in Mind</p> <p>Lesson 10: Clearing Up Confusion: Answering Readers’ Questions</p> <p>Lesson 11: Setting Goals to Make Nonfiction Books Better</p> <p>Lesson 12: Editing Nonfiction Writing: Fixing Up Spelling Mistakes for Readers</p> <p>Lesson 13: Fancying Up Nonfiction Books for an Audience: Adding Final Touches</p> <p>Lesson 14: Writing Nonfiction Books of All Kinds</p> <p>Lesson 15: Leaning on Authors as Mentors</p> <p>Lesson 16: Writers Use Reminders to Craft New Books</p> <p>Lesson 17: Partners Lend a Hand: Offering Feedback from One Nonfiction Writer to Another</p> <p>Lesson 18: Planning for the Final Celebration</p> <p>Lesson 19: Holding a Learning Expo: A Celebration of Nonfiction Authors and Their Work</p>
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**Unit 3: Writing About Reading**

<b>Overview</b>	<p>Students will be able to independently use their learning to write an essay that persuades others that their favorite books are worthy of awards. The students will work toward writing their opinions about books and supporting opinions with reasons and details from the text. They will learn to incorporate quotations to supply further text evidence, make comparisons between books and across collection books, as well as add introductions and conclusions.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers will write persuasive letters where they formulate opinions about characters, scenes, illustrations, and lessons learned in texts.</li> <li>• Writers will state opinions clearly, retell their stories so that opinions make sense to readers, and revise their writing.</li> <li>• Writers will write persuasive essays about books as they incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, and write powerful introductions and conclusions.</li> <li>• Writers will assess their opinion writing to revise and edit and make their writing more powerful.</li> </ul>
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<b>Unit Learning Bends</b>	Bend I: Letter Writing: A Glorious Tradition	In this bend, students will develop opinions about their reading. They will learn to state opinions clearly, retell their stories so that their opinion makes sense to readers, and revise their letters before sending them out into the world.	Priority Standards across the Unit that
	Bend II: Raising the	In this bend, students will focus on raising the level of their letter writing by elaborating on their	

	Level of Our Letter Writing	opinion pieces. They will read and reread closely to come up with more ideas for opinions, more details and evidence and fun conventions used by mentor authors to fancy up their writing.	will be addressed:  W.2.1 W.2.5
	Bend III: Writing Nominations and Awarding Favorite Books	In this bend, students will shift from persuasive letters to an essay format as they persuade others that their favorite books are worthy of awards. Students will use quotations to support text evidence, make comparisons between books, add introductions, and add conclusions.	W.2.6 W.2.8
<b>Unit Resources</b>	Suggested Mentor Texts: <ul style="list-style-type: none"> <li>• <i>Mercy Watson to the Rescue</i> by Kate DiCamillo</li> <li>• <i>Pinky and Rex and the Bully</i> by James Howe</li> </ul>		
<b>Lesson Topics across the Unit</b>	Lesson 1: Writing Letters to Share Ideas about Characters Lesson 2: Getting Energy for Writing by Talking Lesson 3: Writers Generate More Letters: Developing New Opinions by Looking at Pictures Lesson 4: Writers Make Their Letters about Books Even Better by Retelling Important Parts Lesson 5: Keeping Audience in Mind Lesson 6: Using a Checklist to Set Goals for Ourselves as Writers Lesson 7: Writing About More than One Part of a Book Lesson 8: Reading Closely to Generate More Writing Lesson 9: Gathering More Evidence to Support Each of Our Opinions Lesson 10: Why Is the Author Using a Capital Here? Lesson 11: Publishing Our Opinions for All to Read Lesson 12: And the Nominees Are... Lesson 13: Prove It! Adding Quotes to Support Opinions Lesson 14: Good. Better. Best. Lesson 15: Readers Giving Signposts and Rest Stops Lesson 16: Writing Introductions and Conclusions to Captivate Lesson 17: Using a Checklist to Set Writerly Goals Lesson 18: Keeping the Elaboration Going Lesson 19: Awarding Our Favorites: A Book Fair Celebration		
<b>Unit: Writing Gripping Fictional Stories</b>			
<b>Overview</b>	Students will be able to independently use their learning to... <ul style="list-style-type: none"> <li>• write in a way that is storytelling rather than summarizing</li> <li>• revise stories for greater meaning and tension</li> <li>• self-assess and set goals based on writing checklists</li> <li>• write more compelling endings</li> </ul>		

	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers will generate edge-of-your seat stories using all the strategies learned from the narrative writing unit.</li> <li>• Writers set goals for their writing and have strategies to keep them writing long and strong.</li> <li>• Fiction writers create tense in their writing to keep their readers interested.</li> <li>• Writers use a variety of revision strategies to make their writing better.</li> </ul>		
<p><b>Unit Learning Bends</b></p>	<p>Bend I: Think of a Character and of Small Moment Story for that Character: Generating and Writing Several Short Fiction Books</p>	<p>In this bend, teachers will set students up to generate story ideas and then quickly choose one to story-tell and write. Students will write several focused stories in writing booklets. Stories will focus on Small Moment scenes to build tension and stretch out the most gripping parts.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.2.3 W.2.5</p>
<p>Bend II: Revise with Intention: Pull Readers to the Edges of Their Seats</p>	<p>In this bend, students will revise stories for greater meaning and tension. They will reach for the goal of storytelling rather than summarizing. Students will add pages, flaps, and extenders to their booklets as they stretch out the “heart” of the story. Students will learn how to complicate the problem and build tension by having the character try one thing, then another and another.</p>		
<p>Bend III: Repeat the Process and Accumulate Lessons Along the Way</p>	<p>In this bend, students will repeat the process applying all they have learned in the unit. They will self-assess and set goals based on the narrative checklist. Students will learn strategies to be sure that the parts of their story fit together, and they will write more compelling endings.</p>		
<p><b>Unit Resources</b></p>	<p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>• <i>Shortcut</i> by Donald Crews</li> <li>• <i>Too Many Tamales</i> by Gary Soto</li> <li>• <i>Koala Lou</i> by Mem Fox</li> <li>• <i>The Ghost-Eye Tree</i> by Bill Martin</li> <li>• <i>Mercy Watson</i> by Kate DiCamillo</li> <li>• <i>Pinky and Rex</i> by James Howe</li> <li>• <i>Junie B. Jones</i> by Barbara Park</li> <li>• <i>Horrible Harry</i> by Suzy Klein</li> </ul>		

<p><b>Lesson Topics across the Unit</b></p>	<p>A variety of lessons will be incorporated across this unit. Lessons can include:</p> <ul style="list-style-type: none"> <li>• Generating story ideas and pre-writing strategies</li> <li>• Writers draw on craft moves from studying mentor authors and use strategies for writing small moment stories</li> <li>• Writers can use what they know about narrative writing techniques to write realistic fiction stories</li> <li>• Writers think about the arc and language choices for stories</li> <li>• Writers think about the passage of time across a story and write a conclusion that brings the story together</li> <li>• Writers of fiction write about characters who encounter trouble and plot events for how they resolve it</li> <li>• Writers can get ideas for their stories from their own lives</li> <li>• Writers think about places for their characters and create settings in their writing</li> <li>• Writers think, plan, write, revise and edit their writing</li> <li>• Writers write with focus and plan through storytelling and sketching</li> <li>• Writers are deliberate about where and when to begin their stories, to grab the reader’s attention with an interesting introduction</li> <li>• Writers will practice telling their stories across pages and drafting in a booklet</li> <li>• Writers plan the parts of their stories to introduce characters and setting and to stretch out the suspense across the story arc</li> <li>• Writers “write more” by adding details and craft to maintain focus and structure</li> <li>• Writers work with a partner to help fix-up their writing</li> <li>• Writers move from drafting to revision</li> <li>• Writers practice storytelling with detail, not summarizing</li> <li>• Writers publish and celebrate their writing</li> </ul>
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**Unit 4: Poetry**

<p><b>Overview</b></p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• make intentional choices about word choice to convey mood</li> <li>• use metaphor as a writer's tool to illustrate a point</li> <li>• choose precise words, using repetition and conveying feelings</li> <li>• revise their writing for careful language, edit, and celebrate their writing in a variety of ways</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Writers will learn that poets are inspired by objects and feelings that they translate to “music on the page.”</li> <li>• Writers will focus on how poets choose precise words, use repetition, and convey feelings.</li> </ul>
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	<ul style="list-style-type: none"> <li>Writers will notice how poems have different moods and how poets choose words and rhythms to match these moods.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Seeing with Poets' Eyes	This bend introduces students to the sounds and feelings of poetry by having them read poems aloud in groups, with partners, and alone. Repeated readings help students begin to internalize the varied rhythms of this genre. Students will use objects from nature to focus on how poets see and hear the world differently. Teachers will teach students how poets choose topics that matter, topics that hold big feelings in moments or images.	Priority Standards across the Unit that will be addressed:  W.2.3 W.2.5 W.2.6
	Bend II: Delving Deeper: Experimenting with Language and Sound to Create Meaning	In this bend, students will have more opportunities to dive into work and play with language. Students will focus on choosing precise words, using repetition, and conveying feelings. Students will learn how poets choose words and rhythms to match the mood. Students will have the opportunity to explore metaphors and how to sustain one metaphor over several lines.	
	Bend III: Trying Structures on for Size	In this bend, students will focus on structure and how poems are sewn together. They will notice how some poems are story poems, some are lists with twists, and some have a back-and-forth structure. Students will explore point of view by realizing they can pretend to speak to something or as something or create imaginary back-and-forth conversations. Students will revise poems for careful language, edit, and celebrate their poems in a variety of ways.	
<b>Unit Resources</b>	Suggested Mentor Texts: <ul style="list-style-type: none"> <li><i>Old Elm Speaks</i> by Kristine O'Connell George</li> </ul>		
<b>Lesson Topics across the Unit</b>	Lesson 1: Seeing with Poets' Eyes Lesson 2: Listening for Line Breaks Lesson 3: Putting Powerful Thoughts in Tiny Packages Lesson 4: Poets Find Poems in the Strong Feelings and Concrete Details of Life Lesson 5: Editing Poetry Lesson 6: Searching for Honest, Precise Words: Language Matters Lesson 7: Patterning through Repetition		

Lesson 8: Poems Are Moody Lesson 9: Using Comparisons to Clarify Feelings and Ideas Lesson 10: Stretching Out a Comparison Lesson 11: Studying Structure Lesson 12: Close Reading of a Mentor Text Lesson 13: Matching Structures to Feelings Lesson 14: Playing with Point of View Lesson 15: Revising Poems: Replacing Feeling Words with Word Pictures Lesson 16: Editing Poems: Reading Aloud to Find Trouble Spots Lesson 17: Presenting Poems to the Word: An Author's Celebration
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