

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.

- ❖ Response to Text lessons are included as a means to demonstrate deep comprehension. While these lessons are noted, the time allotment is not factored into the pacing guide. However, they allow the writing skills to move seamlessly into the reading block.

bolded=standard used for first time in this unit

Section 1: Recognizing Genre/ Organization (17 days) # of periods per lesson

- Define and Compare the Expository and Opinion Pillars – p. 11-14 ½
 - **RI.2.10, RF.2.4.A, W.2.1, W.2.2**
- Creating Book Covers for Narrative Stories & Expository Texts – p. 21-30 2
 - RF.2.4.A, W.2.2, **W.2.3**
 - Note: This side by side comparison should be routine with any text reading.*
- Fact or Opinion – p. 31-33 ½
 - RF.2.4.A
- Recognizing Genre & Introducing Opinion Writing – p. 34-36 ½
 - RF.2.4.A, W.2.1, W.2.2, W.2.3
- ❖ Text Detectives - Response to Text – p. 37
- ❖ Expository, Opinion, or Response to Text? – p. 39
- Strategic Reading - Informed Writing – p. 41-52 2
 - **RI.2.2, RI.2.10, RF.2.4.A, W.2.2**
 - Note: Students will encounter many opportunities across the curriculum where it will be helpful to notice the way the author organized the information. This will make the text more accessible to the reader.*
- Strategic Reading - Organization & Text Conventions – p. 53-56 1
 - RI.2.2, RI.2.10, RF.2.4.A, W.2.2

- Annotating & Analyzing Narrative Stories & Expository Pieces – p. 57-64 2
 - **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 each 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.
- Sorting Details – p. 65-71 ½
 - RI.2.2, W.2.2
- Autumn Sorting – p. 67-71 1
 - RI.2.2, W.2.2
- Annotating & Analyzing Expository Writing – p. 72-88 2
 - 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. 101-102 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.
- ❖ Comparing & Contrasting in Response to Multiple Text – p. 90
- Finding Irrelevant, Extraneous Details – p. 103-104 ½
 - RI.2.2, W.2.2
- Recognizing Genre and Introducing Opinion Writing – p. 105-107 ½
- Recognizing Main Ideas & Supporting Details – p. 108-111 1
- Expository Pieces for Comparison – p. 112-118 2
 - **RI.2.8**, RF.2.4.A, W.2.2, **W.2.2.C**
Note: It is suggested to copy each of the pieces for comparison and mount them on the wall. When students are moving into final revisions with their writing, they can first go to these pieces and compare their own work to each to see where improvements can be made. This also helps students to take ownership of revision.
- Cut and Paste Activities – p. 119-132 1
 - RI.2.2, RI.2.8, W.2.2
Time-saver Tip: Complete one piece as a whole class, then use the others for small group or intervention.

Section 2: Broad Yet Distinct Main Ideas/ Reasons (11 days)

- Sort and Categorize – p. 137-144 ½
 - 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. 145-149 1
 - **RI.2.1**, RI.2.2, W.2.1, W.2.2
- Pick, List, and Choose – p. 150-152 2
 - W.2.2, **W.2.5**, **SL.2.1**, **SL.2.1.C**, **L.2.6**
 - For more practice on identifying main ideas, use this hands-on approach- <http://empoweringwriters.com/main-idea-bags/> .*
- Main Ideas/ Reasons- Don't Overlap Them! – p. 153-158 2
 - W.2.1, W.2.2
- Matching Blurbs to Main Idea Sentences – p. 159-161 1
 - W.2.1, W.2.2, W.2.5
- Alternatives to Boring, Redundant Main Idea/ Reason Sentences – p. 162-165 ½
 - W.2.5
- Revising Boring, Redundant Main Idea/ Reason Sentences – p. 166-168 ½
 - W.2.5
- Sentence Variety and Word Referents – p. 169-174 1
 - **(RL.2.1)**, **(RL.2.4)**, RI.2.1, **RI.2.4**, W.2.5, SL.2.1, SL.2.1.C, **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.
- Main Idea/ Reason Blurbs into Sentences – p. 175-178 1
 - W.2.1, W.2.2, W.2.5
- The Missing Main Idea/ Reason – p. 179-183 1
 - RI.2.2, W.2.1, W.2.2
- Recognizing Main Ideas/ Reasons in Prompts and Assignments – p. 184-188 ½
 - RF.2.4.A
- ❖ Turning Questions into Responses – p. 190
- ❖ Turning Reading Questions into Responses– p. 196

- ❖ Using Informative Verbs in Response to Text – p. 200

Section 3: Elaboration- Detail Generating Questions (13 days)

- Just Okay...or Much Better? – p. 213-217 ½
 - W.2.2, W.2.5
- General vs. Specific – p. 218-219 ½
 - RI.2.1, W.2.2
- Recognizing Overly General Words/ Phrases & Specific Examples – p. 220-225 ½
 - W.2.2, W.2.5, **W.2.10**, SL.2.1, SL.2.1.C, **L.2.1**, **L.2.2**, 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. 136.*
- Break up that Grocery List – p. 226-228 1
 - W.2.2.B, W.2.5, W.2.10, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.6
- What Does it Look Like? Why is it Important?: Grab Bag – p. 229-231 1
 - W.2.2, W.2.5, SL.2.1, SL.2.1.C, **SL.2.4**, **SL.2.6**
 - This grab bag game should be done as an oral exercise before ever moving into the writing. It is recommended that you use this lesson often in the classroom once you introduce it. For example, when lining up to head out to a special or for lunch, pick up an item from your desk and ask the detail generating questions- What does it look like? Why is it important? This kind of thorough review and reinforcement throughout the day gives students the opportunity to practice applying the skills in many situations.*
- Describing Objects– p. 232-235 ½
 - W.2.2, W.2.5, SL.2.1, SL.2.1.C, SL.2.4, SL.2.6
- What Does it Look Like? Why is it Important?: Sentence Matching – p. 236-238 ½
 - W.2.2
- Observe and Think Using Detail-Generating Questions – p. 239-241 1
 - **RI.2.7**, W.2.2, W.2.5
- Writing Sentences Using Detail-Generating Questions – p. 242-248 1
 - W.2.2, W.2.5, L.2.1, L.2.2, L.2.6
- Recognizing Details in Expository Writing – p.249-250 ½
 - RI.2.1, RI.2.7

- What Does She/He Look Like? Why is their Job Important – p. 251-252 2
 - 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.2.6
- Using Detail-Generating Questions in Paragraphs – p. 253-261 2
 - W.2.2, W.2.5, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.6
- Detail-Generating Questions to Complete an Expository Essay – p. 262-265 2
 - W.2.2, W.2.5, W.2.10, SL.2.1, SL.2.1.C, L.2.1, L.2.2, L.2.6
- ❖ Reading and Summarizing Texts – p. 269
- ❖ Paraphrasing – p. 272
- ❖ Giving the Author Credit – p. 280

Section 4: Research

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

- Turning “Why is it Important?” into a Research Question – p. 286-288 (1)
 - **RI.2.5**, RI.2.7, **W.2.7**, W.2.8
- Look and Learn – p. 280-291 (2)
 - RI.2.5, RI.2.7, W.2.2, W.2.7, W.2.8, W.2.10, L.2.1, L.2.2
- Making it Your Own- Using Photos to Generate Research Questions – p. 292-293 (2)
 - RI.2.5, RI.2.7, W.2.7
- Finding Information in Charts, Graphs, and More – p. 294-296 (½)
 - RI.2.7, L.2.1, L.2.2
- Using Timelines – p. 297-298 (½)
 - RI.2.7, L.2.1, L.2.2
- Using Information from Maps – p. 299-301 (½)
 - RI.2.7, L.2.1, L.2.2
- Information in a Bulleted List – p. 302-303 (1)
 - RI.2.7, W.2.2, L.2.1, L.2.2
- Reading Strategically Using Text Conventions – p. 304-306 (1)
 - RI.2.5, RI.2.7, RF.2.4.A

- Recognizing “Golden Bricks”: Statistics and Expert Quotes (2)
Within Text ...and More – p. 307-312
 - RI.2.1, RI.2.2, W.2.2, L.2.1, L.2.2

- Taking Simple Bulleted Notes – p. 313-314 (1)
 - W.2.7, W.2.8, **SL.2.2**

Section 5: Introductions and Conclusions (9 days)

- Expository Pillar- Introduction Paragraph – p. 318-322 1
 - RI.2.1, RI.2.2, RF.2.4.A, W.2.2, W.2.5

- Which Introduction Would You Rather Read? – p. 323-325 ½
 - RI.2.1, RI.2.2, RF.2.4.A

- Using Questions to Write Introductions – p. 326-328 1
 - W.2.2, W.2.5

- Revise Weak Introduction Paragraphs – p. 329-330 1
 - W.2.2, W.2.5

- Adding an Introduction Paragraph – p. 331-335 1
 - W.2.2, W.2.5

- Expository Pillar- Conclusion Paragraph – p. 338-339 ½
 - RI.2.1, RI.2.2, RF.2.4.A

- Find the Matching Conclusion – p. 340-342 ½
 - RI.2.1, RI.2.2

- Which Conclusion Would You Rather Read – p. 343-345 ½
 - RI.2.1, RI.2.2, RF.2.4.A

- Summing it All Up with Definitive Words & Phrases – p. 346-348 ½
 - W.2.5, L.2.3

- From Summarizing Framework to Conclusion Paragraph – p. 349-350 ½
 - W.2.2

- Use Definitive Words & Phrases to Create Conclusion Paragraphs – p. 351-354 1
 - W.2.2, W.2.5

- Adding a Conclusion Paragraph – p. 355-359 1

- W.2.2, W.2.5

Section 6: Authentic Writing Tasks (7 days)

- Analyzing Prompts for Givens and Variables p. 369-382
 - RI.2.1
 - *Note: This lesson allows the opportunity to prepare students for assessment and can be utilized when needed.*
- 7-Day Process Writing – p. 384-385 7
 - W.2.1, W.2.2, W.2.2.C, W.2.5, W.2.10, SL.2.1 SL.2.1.C, L.2.1, L.2.2, 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* will maximize instructional time by providing an opportunity to discuss those key skills.*

http://empoweringwriters.com/wp-content/uploads/2015/02/Authors_Group_Model.pdf

The following links provide a rubric specific to each skill area for expository and opinion writing.

<http://empoweringwriters.com/wp-content/uploads/2015/09/Expository-Rubrics-generic-HI-RES.pdf>

<http://empoweringwriters.com/wp-content/uploads/2015/09/Opinion-Rubrics-generic-HI-RES.pdf>

Total= 57 days or 11 weeks, 2 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