

**Unit Overview**

This narrative unit is divided into three bends, each one helping children deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them. First, students will learn that writers grab hold of particular moments, moments that stay with them, and let those moments spark ideas for their stories. Over the course of Bend I, 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, where children can use the narrative checklist to assess their work and to set goals for themselves as writers. The unit progresses in Bend II, where you will spotlight writing with intentions and learning from author's' craft. Children will be asked to name their intentions as writers-what they hope their readers will feel- and revising on the go. Using the mentor text *Owl Moon* by Jane Yolen, students will examine parts closely to consider what makes some parts so powerful and how did the author achieve that effect. As the bend progresses, the emphasis shifts to understanding why an author would use a particular craft move, and children will revise, paying attention to word choice and language. As you round Bend III, children 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. There are two main goals in this bend: first, students will work with increasing independence, transferring what they have learned with teacher guidance and through shared inquiry to work that is largely self-initiated. Second, children will devote careful attention to revision and editing, aiming to make their writing as clear and powerful as it can be.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 2 Book 1 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 2 Unit 2, <i>Lessons from the Masters: Improvising Narrative Writing</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	<b>W.2.3</b> , W.2.8, W.2.10	<b>RL.2.1</b> , <b>RL.2.5</b> , <b>RL.2.10</b> , <b>RL.3.1</b>	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.3.3.c
2	<b>W.2.3</b>	RL.2.1	<b>SL.2.1.a</b>	L.2.1, L.2.2, L.2.3
3	<b>W.2.3</b>	RL.2.1, <b>RL.2.5</b> , RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
4	<b>W.2.3</b> , <b>W.2.5</b> , <b>W.3.3.a</b>	RL.2.1, RL.2.3, <b>RL.2.4</b> , <b>RL.2.7</b>	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5
5	<b>W.2.3</b> , W.2.5	RL.2.1, <b>RL.2.5</b>	SL.2.1, <b>SL.2.2</b>	L.2.1, L.2.2, L.2.3
6	W.2.3, <b>W.2.5</b>	RFS.2.4	SL.2.1, SL.2.3	L.2.1, <b>L.2.2</b> , L.2.3
7	W.2.3, <b>W.2.5</b> , W.3.3.b, W.3.10	RL.2.1	SL.2.1	L.2.1, L.2.2, L.2.3
8	W.2.3, <b>W.2.5</b>	RL.2.1, RL.2.2, <b>RL.2.4</b> , RL.2.10, <b>RL.3.4</b>	SL.2.1, <b>SL.2.4</b>	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
9	W.2.3, <b>W.2.5</b> , W.2.7, W.2.8	RL.2.1, RL.2.2, RL.2.3, <b>RL.2.4</b> , RL.2.5, RL.3.3	SL.2.1, <b>SL.2.3</b>	L.2.1, L.2.2, L.2.3, L.2.5, L.3.5.a
10	W.2.3, <b>W.2.5</b> , W.3.3	RL.2.3, RL.2.4, RL.3.3	SL.2.1, <b>SL.2.2</b> , SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
11	<b>W.2.3</b> , W.2.5	<b>RL.2.4</b>	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6, <b>L.3.3.a</b>
12	W.2.3, <b>W.2.5</b> , W.3.10	<b>RL.2.4</b> , RFS.2.4	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, <b>L.3.3.a</b>
13	W.2.3, <b>W.2.5</b> , <b>W.3.3.b</b>	RL.2.3, <b>RL.2.4</b> , RFS.2.4, RL.3.3	SL.2.1, SL.2.2, <b>SL.2.3</b>	L.2.1, L.2.2, L.2.3, <b>L.2.6</b> , <b>L.3.3.a</b>
14	W.2.3, <b>W.2.5</b>	RL.2.7	SL.2.1, SL.2.4, SL.2.6	<b>L.2.1</b> , <b>L.2.2</b> , L.2.3, L.2.6
15	<b>W.2.3</b> , W.2.7, <b>W.2.8</b>	RL.2.1, RL.2.3, RL.2.4, RL.2.10, RFS.2.4, RL.3.3	SL.2.1, <b>SL.2.6</b>	L.2.1, L.2.2, L.2.3
16	W.2.3, W.2.5, W.3.3	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6
17	W.2.3, <b>W.2.5</b> , <b>W.2.8</b>	RL.2.1, RL.2.3, RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6
18	W.2.3, <b>W.2.5</b>	RL.2.4, RFS.2.4	<b>SL.2.1</b>	L.2.1, L.2.2, L.2.3
19	W.2.3, <b>W.2.5</b>	<b>RFS.2.3</b>	SL.2.1	<b>L.2.1</b> , <b>L.2.2</b> , L.2.3
20	W.2.3	RFS.2.4	<b>SL.2.1</b> , <b>SL.2.4</b> , <b>SL.2.6</b>	L.2.1, L.2.2, <b>L.2.3</b>

\*Bold indicates Priority Standards that are a major emphasis.

**Overarching Standards Aligning with Grade 2 Unit 2,  
Lessons from the Masters: Improvising Narrative Writing**

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
2	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		<p>SL.2.1.a Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. 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).</p>	
3	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		

**Grade 2 Unit 2 – Lessons from the Masters: Improving Narrative Craft**

**Writing Workshop: Nov./Dec.**

4	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>		
5	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
6	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>			<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
7	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>			
8	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	
9	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	

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10	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
11	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		L.3.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
12	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		L.3.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
13	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).  L.3.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
14	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
15	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	

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17	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>			
18	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	
19	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>RFS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
20			<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>Writers can write narrative stories focused on a single topic.</li> <li>I can include details to describe actions, thoughts, and feelings to make my story more exciting.</li> <li>My stories have a sense of closure.</li> <li>Revisions strengthen my stories.</li> </ul>	<ul style="list-style-type: none"> <li>How can I write narrative stories that recount a well-elaborated event or short sequence of events focused on a single topic?</li> <li>How can I include details to describe actions, thoughts, and feelings, and use temporal words to signal event order as well as make my stories more exciting?</li> <li>How can I provide a sense of closure to my stories?</li> <li>How can I revise my stories to strengthen them?</li> </ul>	<ul style="list-style-type: none"> <li>Provide some sense of closure in each narrative.</li> <li>Write narratives in which they recount two or more appropriately sequenced events.</li> <li>Write narratives including some details regarding what happened.</li> <li>Write narratives attempting to use craft moves of authors’ studied.</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>Create and refer to anchor charts from UoS Writing Book 1.</li> <li>.Create and refer to anchor charts.</li> <li>Study pages from exemplar writer's notebooks.</li> <li>Provide and present mentor texts as models.</li> <li>Teach children to read like writers using mentor texts</li> <li>Provide checklists to assess and develop on-going goals.</li> <li>Use booklets, pages, and/or writer's notebooks for daily writing.</li> <li>Make mental movies and act out a story to make writing come alive.</li> <li>Use "sparkle" words to improve description</li> </ul>	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>provide support as needed during individual teaching sessions.</li> <li>provide feedback in small group setting.</li> <li>provide personal copies of teaching charts.</li> <li>provide modified and/or alternate grade level checklists and rubrics.</li> <li>provide modified writing paper.</li> <li>provide appropriate writing partners.</li> </ul>	<p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>Suggestions from UoS Writing Book 1.</li> </ul>

<p>in writing pieces and to improve description of characters and setting.</p> <ul style="list-style-type: none"><li>● Add dialogue to make characters come to life.</li><li>● Set mini goals to revise and edit as you move through writing pieces.</li><li>● Tap, sketch, or jot across the pages as a way of planning stories, books.</li><li>● Explore and try a variety of beginnings and endings to your writing piece</li><li>● Write long and strong to build stamina..</li><li>● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.</li><li>● Use technology to research information about a specific topic.</li><li>● Use technology to publish a piece of writing.</li><li>● Plan to celebrate the conclusion of classroom writing projects</li></ul>		
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

\*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i></li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided writing.</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Observation of daily writing progress in writing notebooks or folders.</li> <li>● Use of student checklist(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Published work</li> <li>● On-demand prompts and growth on learning progressions.</li> <li>● Completed unit writing projects</li> <li>● and other evidence of students improving skills.</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 2 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.