

Unit Overview

In this unit, students will find the significance in the ordinary details of their lives, employ strategies of revision, and learn from mentor authors. This unit will give students the opportunity to use language in extraordinary ways.

Students will experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling. By the end of this unit, students will be able to create clear images with precise and extravagant language. One exciting way to launch this unit is to create poetry centers for students. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 2 Book 4 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 2 Unit 5, Poetry: Big Thoughts in Small Packages				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.5, W.2.8, W.3.10	RL.2.4, RL.2.10	SL.2.1, SL.2.2, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3
2	W.2.5, W.3.4, W.3.10	RL.2.4, RL.2.5, RL.2.10, RFS.2.4, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a, L.2.6
3	W.2.3, W.2.5, W.3.3.b	RL.2.1, RL.2.4, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
4	W.2.3, W.2.5	RL.2.4, RL.2.10, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
5	W.2.5	RL.2.4, RL.2.10, RFS.2.3	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
6	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
7	W.2.5	RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
8	W.2.5	RL.2.4, RL.2.6, RL.2.10, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
9	W.2.5	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
10	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a
11	W.2.5	RL.2.4, RL.2.5, RL.2.10, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a
12	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.5, RL.2.10, RFS.2.4, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.3.3.a
13	W.2.3, W.2.5	RL.2.4, RL.2.5, RL.2.10, RL.3.5	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
14	W.2.5	RL.2.6, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5
15	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
16	W.2.5	RL.2.4, RL.2.10, RFS.2.3, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5
17	W.2.6	RL.2.10, RFS.2.3, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5

Overarching Standards Aligning with Grade 2 Unit 5, Poetry: Big Thoughts in Small Packages			
Session	Writing Standards	Reading Standards	Language Standards
1	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.2.5 Demonstrate understanding of word relationships and nuances in word meanings. 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>).
2	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	RFS.2.4 Read with sufficient accuracy and fluency to support comprehension.	L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.3.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
4	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. RFS.2.4 Read with sufficient accuracy and fluency to support comprehension.	L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	RFS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6			L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

			<p>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>).</p> <p>L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
7		<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>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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>).</p> <p>L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
8		<p>RFS.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
9		<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>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
10	<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.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</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.2.10 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>RFS.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
11	<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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	

		RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	
12		<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.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	
14		RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
15	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
16	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>RFS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RFS.2.4 Read with sufficient accuracy and fluency to support comprehension.</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>
17		<p>RFS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RFS.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

*Bold indicates Priority Standards that are a major emphasis.

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • Writers need to revise and edit their written pieces for example by checking their capitalization, punctuation, and spelling. • Writers have many ways to develop and revise poems they create. • Writers use all they know about writing to write poems. • Writers use notebooks to log their ideas. • Writers use precise words, phrases, and line breaks to create images in poems. • Writing partners support each other’s efforts during the writing process. 	<ul style="list-style-type: none"> • How do writers write with precision and description? • How do writers develop a concept in poetry that applies to the world? • How do writers develop a concept in poetry that speaks to the experiences of their readers? What inspires writers of poetry? 	<ul style="list-style-type: none"> • Write poems in which they include details to describe thoughts. • Develop precise and descriptive language through the creation of poems. • Write poems in which they include details to describe actions. • Write poems in which they include details to describe feelings.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> • Create and refer to anchor charts from UoS Writing Book 4. • .Create and refer to anchor charts. • Study pages from exemplar writer's notebooks. • Provide and present mentor texts as models. • Teach children to read like writers using mentor texts • Provide checklists to assess and develop on-going goals. • Use booklets, pages, and/or writer's 	<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"> • provide support as needed during individual teaching sessions. • provide feedback in small group setting. • provide personal copies of teaching charts. • provide modified and/or alternate grade level checklists and rubrics. • provide modified writing paper. • provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> • See suggestions from UoS Writing Book 4.

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

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.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● 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. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Reading 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.