

Sherman School

Unit Overview

Subject: Writing
Unit: Opinion Writing: Sharing Ideas
About Characters & Books

Grade: 2nd
Pacing: 8 weeks

Essential Question(s):

- What are opinions?
- What is opinion writing?

Big Idea(s):

- Opinions are statements a writer uses to express their ideas about a topic or book.
- Opinion writing introduces a topic, state an opinion, supplies reasons that support the opinion, includes linking words to connect opinions and reasons, and provides a concluding statement or section.

CCSS Overarching Standards
W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.2.1: Participate in collaborative conversations with diverse partners <i>about grade 2 topics and texts</i> with peers and adults in small and large groups.
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>).

CCSS Priority and Supporting Standards
W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c: Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).
L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b: Use commas in greetings and closings of letters. d: Generalize learned spelling patterns when writing words (e.g., <i>cage---badge</i>; <i>boy---boil</i>). e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a: Compare formal and informal uses of English.

Unwrapped Standards & Instructional Planning:

Skills (What Students Need to Be Able To Do)
• Understand what an opinion is. • Identify the topic of their writing clearly. • Clearly state their opinion about a book. • Write at least two reasons to support their opinion. • Use linking (transition) words such as <i>because</i> and <i>next</i> to connect their opinion to their reasons. • Write an ending sentence or two that restates their opinion. • Include details and interesting words and phrases to make their writing more interesting. • Identify the audience for their writing and use an appropriate tone for that audience. • Identify digital tools that will help them share their message. • Identify first-hand experiences they can use to support their opinion. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) correctly. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use commas in greetings and closing of letters correctly. • Generalize learned spelling patterns when writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

- Revise their writing as needed for clarity.
- Edit writing as needed for spelling, punctuation, and grammar.

Research Based Effective Teaching Strategies:

- Identifying similarities & differences
- Reinforcing effort & providing recognition (through one-one conferences, daily sharing)
- Practice (daily writing)
- Non-linguistic representations (organizers; teaching charts)
- Cooperative learning (writing partnerships)
- Setting objectives and providing feedback (conferences)

Assessments:

- Common Formative Pre-Assessment--Opinion writing prompt
- Informal Progress Monitoring Checks--daily writing; checklists
- Common Formative Post-Assessment--Opinion writing prompt
- Rubrics

Instructional Resources:

- *Units of Study in Opinion, Information, and Narrative Writing*, Calkins, Kolbeck & Knight
- *If...Then Curriculum, Grade 2*, by Lucy Calkins & Julia Mooney
- *Mastering the Mechanics*, by Linda Hoyt & Teresa Therriault
- *Grammar Matters: Lessons, Tips, & Conversations Using Mentor Texts, K-6*, by Lynn Dorfman & Diane Dougherty
- *The Common Core Writing Book, K-5: Lessons for a Range of Tasks, Purposes, and Audiences*, by Gretchen Owocki

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