

Unit 1: Launching the Writing Workshop (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Establishing routines and habits for writing workshop allows students to become more independent.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Learn the routines, structures, and environment necessary to work independently
- Build writing stamina
- Practice telling stories with a partner
- Write many true stories from their life

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Finding/storing/taking care of materials
- Introducing expectations during independent writing time - What does it look like? What does it sound like?
 - Brainstorming ideas for writing
- Where do authors get ideas for writing?
- Reviewing and charting what students already know about the narrative genre (e.g., structure of narratives, characteristics)
- Rehearsing stories with a partner
- Reviewing the roles of storytelling partners
 - What is the speaker's role?
 - What is the listener's role?
 - What prompts can you use to provide feedback to your partner? (Prompts for clarity, more information, more details, offer suggestions/advice to lift the quality of the writing)
- Sketching stories across pages/booklets as a way to plan and rehearse stories
- Writing longer stories across several pages
- Adding more text to each page
- Using temporal words to signal event order
- Elaborating by (Brainstorm and chart the ways students learned to add details in Grade 1)
 - Adding dialogue
 - Adding internal thinking of characters
 - Adding feelings
 - Describing body movements/action
 - Using sensory details
- Rereading writing to make sure it makes sense
- Knowing what to do when you think you are done (e.g., reread, add to the words, add more pages, add to the pictures, start a new piece)
- Using punctuation and capitalization appropriately (See Common Core Language Standards for grade

level expectations)

Notes/Tips:

- Students edit their pieces daily. Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- Explicitly model for students storytelling so that they can learn the habits, practices and skills involved with storytelling. Have proficient partners fishbowl for the rest of the class what an effective storytelling partnership looks like, sounds like, etc.
- Think about ways to help students organize and plan their writing (graphic organizers for planning, pre-stapled booklets of varying lengths, writing folders).
- Think about ways to help students organize and plan their writing (graphic organizers for planning, pre-stapled booklets of varying lengths, writing folders).
- It is not recommended that second graders use writing notebooks. Paper choice for each unit of study along with writing folders are developmentally appropriate for writers at this age level.
- During read aloud share books about characters writing for all purposes as well as personal narrative stories.
 - Recommended short chapter book for read aloud about a student orally storytelling is *Gooney Bird Greene* by Lois Lowry.
- Teachers may encourage students to publish writing using word processing tools such as Word or other online publishing tools.
- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>.
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/second-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 2* by Lucy Calkins et al
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 2, pp. 24-26)
- *Teachers College Reading and Writing Project 2nd Grade Writing Curriculum Calendar 2010-2011*
- *Significant Studies for Second Grade* by Karen Ruzzo and Mary Anne Sacco (pp.114-121)
- *Second Grade Writers* by Stephanie Parsons (Chapter 1)
- *Units of Study for Primary Writing: A Yearlong Curriculum* (Guide 1 Launching the Writing Workshop by Lucy Calkins and Leah Mermelstein)
- *Units of Study for Primary Writing: A Yearlong Curriculum* (Guide 2 Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn)
- *Mentor Texts: Teaching Writing Through Children’s Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)