|  |  |
| --- | --- |
| **Essential Understandings** | * Writers offer and support opinions, demonstrate understanding of content areas, and convey real and imagined experiences and events through purposeful writing.
 |
| **Essential****Questions** | * What are the various purposes of writing and how do they differ?
* What are the structures and organizations specific to each genre?
* How does information gathered strengthen writing?
 |
| **Essential Knowledge** | * There are structures and organizations specific to different types of genres.
* Writing has different purposes.
* Opinion pieces support a point a point of view with reasons and information.
* Informational pieces examine a topic and convey ideas and information clearly.
* Narrative pieces develop real or imagined experiences.
* Information and evidence can be gathered to strengthen a piece of writing.
 |
| **Vocabulary/Content** | * Purpose, audience,
* Opinion: facts, evidence, support, details, graphic organizer, introduction, conclusion, restate, transition words, definition,
* Informational:facts introduction, conclusion, research, plagiarism, note taking, summaraizing, text features, key words, essential information, question words,
* Narrative:beginning, middle, end, sequence, structure, details, character, setting, problem, solutions, transition words, , elaboration, sensory details, ,dialog
 |
| **Essential** **Skills** | * + - * Participate in shared research and writing projects.
* Recall information from experiences or gather information from provided sources to answer a question.

Opinion:* Introduce the topic or book they are writing about
* State an opinionca
* apply reasons that support the opinion
* Use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons.
* Provide a concluding statement or section.

Informational/Explanatory:* Introduce a topic
* Use facts and definitions to develop points.
* Provide a concluding statement or section.

Narrative:* 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.
* Provide a sense of closure.
 |
| **Related****Maine Learning Results** | Writing—Grade 2[.W.2.1](http://www.corestandards.org/ELA-Literacy/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., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.[.W.2.2](http://www.corestandards.org/ELA-Literacy/W/2/2/)Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.[.W.2.3](http://www.corestandards.org/ELA-Literacy/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.2.7](http://www.corestandards.org/ELA-Literacy/W/2/7/)Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).[.W.2.8](http://www.corestandards.org/ELA-Literacy/W/2/8/)Recall information from experiences or gather information from provided sources to answer a question. |
| **Sample Lessons and Activities** | * Oreo lesson Opinion, Reasons,, Explain, Restate Opinion
* Use Owl Moon to introduce Personal Narrative
* Use Ralph Tells a Story to model ideas
* Graphic organizer for Animal Unit
* Review features of non-fiction text
* Know, Wonder, Learn Chart
 |
| **Sample****Classroom****Assessment****Methods** | * Writing imbedded in a poster or computer project
* Common Rubric and common prompt
* Spelling Assessment
 |
| **Sample****Resources** | * Scholastic News Magazine
* Lucy Calkins
* Daily Five
* Café
* Debbie Miller
 |