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| **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 |