## Curricular Plan for Writing Workshop
### Second Grade
#### Unit One: Launching with Nonfiction

**Students should understand and be able to:**

<table>
<thead>
<tr>
<th>Generate ideas for writing</th>
<th>Demonstrate a growing command of capitalization, punctuation, and spelling</th>
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<tbody>
<tr>
<td>Collaborate with partner</td>
<td>Write with volume and stamina</td>
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<tr>
<td>Revise, edit, and produce informational texts</td>
<td>Take charge of their own writing and become self-directed learners who employ already known strategies</td>
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<td>Consider the audience of a piece of writing and determine necessary information to include</td>
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**Mentor Texts**

- *Amazing Grace* by Mary Hoffman
- *Fireflies* by Julie Brinckloe
- *Ira Sleeps Over* by Bernard Waber

**Possible Teaching Points**

*Part One: Writers Draw on What We Already Know to Write Up a Storm, Then We Find Ways to make Our Pieces Even Better!*  
(W.2.2, W.2.3, W.2.5)

- Writers don’t have to wait for someone to tell them what to do. They use all they know from kindergarten and first grade and get started. (Sample Minilesson A, page 19)
- Writers write for many reasons. We can write:
  - Small moment stories from our own lives
  - Opinion pieces to persuade someone about your point of view
  - Books to teach someone about a topic we know a lot about
  - Letters, poems, and how-to books
- Writers generate their idea, get the paper they need, and then write long and strong. Keep your mind thinking and your pencil moving!
- Writers think about what they want to say and who they want to say it to, their audience, and what kind of piece would work best. We think, *Is this best to tell as a story or an informational book?*
- Writers solve their own problems when they get stuck by thinking about all that they know how to do. (Sample Minilesson B, page 21)
- Writers plan to get their words organized and clear before they start writing. We can do this by:
  - Telling our story across our fingers
  - Sketching our story across the pages
  - Jotting notes about what we will write
### Part Two: Second Graders Writers Work with Partners in Grown-Up Ways, Helping Each Other Share Information Effectively

(W.2.2, W.2.5, L.2.1, L.2.2, L.2.3, SL.2.1)

- Writers of information books think about who might want to learn about their topic, what they want to teach them, and then write directly to their reader.
- Writers of information books think about what they write by asking, *What is the information I am trying to teach and why is this important?*
- Writers use their partners in professional ways by helping each other find the parts in your book where you need to add more.
- Writers need partners to listen as we read, plan, and think about our writing. Partners help us by:
  - Looking for things we like in each other’s writing.
  - Asking questions to understand parts that might be confusing.
  - Complimenting and encouraging our work.
  - Finding tips in each other’s work to make our own writing better!
- Writers and their partners help each other become stronger by setting goals together.

### Part Three: Writers Revise

(W.2.2, W.2.5, L.2.1, L.2.2, L.2.3)

- Writers reread and decide what they can do to make their writing better. Just like a cook, we add things, take away things, and change things until our writing is the very best it can be.
- Writers can revise by using strips and flaps to add information or make changes to their books.
- Writers can revise by trying a completely new, second draft of their book. We can do this by rewriting a chapter—or maybe the whole book—this time, using a new title and putting more power behind our words.
- Writers make their writing better by studying the work of mentor authors who have written the kinds of books we are trying to write.

### Part Four: Preparing for Publication

(W.2.2, W.2.5, L.2.1, L.2.2, L.2.3, SL.2.1)

- Writers of information books can do their final revision work by teaching their partner all about their topic. We notice other information we need to include in our book by preparing to respond to our partner’s questions like:
  - I don’t understand.....
  - Why is that important?
  - What does that mean?
- Writers reread their work like detectives. We search for words that need to be spelled better by using patterns and chunks we know and by using the word wall and charts in our room.
- Writers use punctuation to give their readers clear direction about when a thought or action ends and a new one begins. We signal each thought (sentence) by:
  - Beginning the sentence with a capital letter
  - Ending the thought with a period, question mark, or exclamation point
  - Moving to the next thought by beginning the sentence with a capital letter

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*Based on A Curricular Plan for The Writing Workshop Grade 2, 2011-2012*
Helpful Tips

- Establish routines and procedures for workshop by drawing on, “You already know what to do!” This may help to set that more grown-up, independent tone while also establishing your expectations.
- Begin the year with an on-demand assessment to collect baseline data. You might say, “What do you know a lot about? You can make a book that teaches others a lot about that.” Allow them to work independently, without giving tips. After the later nonfiction unit, give the same assessment, with same instructions, and you should see evidence of progress.
- Reference the Information Writing Continuum at www.readingandwritingproject.com to study your students’ work. By the end of second grade, students should be doing work that is represented by level 5 on the continuum.
- Stamina becomes increasingly important this year. You should expect that second graders will write approximately eight five-page books within each unit. The secret to stamina lies in the paper you provide! Start the year with five or six page booklets, each page containing at least eight lines, and a small box for a picture. (However, some students may be at a different place with their skills and you may want to have shorter books or even single page papers available as needed with appropriate coaching on choosing ‘just right’ paper.)
- Many teachers have writing materials available in toolboxes for groups of writers while others have it all available in a writing center. This would include booklets or other paper choice, sharpened pencils, erasers, paper strips for revising, tape, and miniature staplers. You may want add some items slowly during this unit as you reach the revision stages to review explicit instructions on use.
- Prior to first partner meetings, you may want to review how partners listen carefully to each other. You could have students model through pantomime a disinterested (yawning, looking around) partner compared to an interested (attentive, sitting up) partner.
- End of Unit Celebration could have students in small circles having the opportunity to read the their books to one another. Then, gather students to display work and you compliment each child, celebrating one something about their piece.

Common Core State Standards

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<th>W.2.2</th>
<th>Write informative texts that introduce a topic, use facts and definitions to develop points, and provide concluding statement or section.</th>
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<tr>
<td>W.2.3</td>
<td>Write narratives that recount an elaborated or sequenced event, including details to describe thoughts, feelings, and actions using words to signal order and provide a sense of closure.</td>
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<td>W.2.5</td>
<td>Focus on a topic, revise and edit as needed to strengthen writing.</td>
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<td>L.2.1</td>
<td>Demonstrate command of standard English grammar usage.</td>
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<tr>
<td>L.2.2</td>
<td>Demonstrate command of conventions of standard English capitalization, punctuation, and spelling.</td>
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<tr>
<td>L.2.3</td>
<td>Use knowledge of language, formal and informal, and conventions when writing.</td>
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<tr>
<td>SL.2.1</td>
<td>Participate in collaborative discussions.</td>
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