



BOE Approved 8/18

# Cliffside Park Public Schools

## Writing: Grade 2

**Unit Name:** Gail Gibbons Author Study

**Resource:** Writer's Workshop, Schoolwide

**Duration:** 4-6 Weeks

### Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

### Essential Question

- How can I emulate mentor texts by Gail Gibbons to improve my nonfiction writing?

### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<b>Immersion</b> <b>Day 1</b> <ul style="list-style-type: none"> <li>• I can preview unit books by studying the covers and discuss the topics Gail Gibbons writes about.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and Responding</li> <li>• Text and Genre Features/Structure</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>• Where Are My Students in the Writing Process?</li> <li>• Conference</li> </ul>	<b>Mentor Texts</b> <ul style="list-style-type: none"> <li>• <i>Bats</i></li> <li>• <i>Caves and Caverns</i></li> <li>• <i>How is a House Built</i></li> </ul>

<ul style="list-style-type: none"> <li>I can collaborate in conversations about the key details and informative writing and illustrations techniques Gibbons uses.</li> </ul> <p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>I can continue to question, notice, and discuss Gibbon’s writing and illustration techniques, as well as key ideas and details in the text to show her passion for the topics she writes about.</li> </ul> <p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>I can examine how Gibbons asks questions about topics she writes about and how she finds her answers by using both primary and secondary research.</li> </ul> <p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>I can pay close attention to the many nonfiction features Gail Gibbons uses in her books to make her topics easier for readers to understand and follow.</li> </ul> <p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>I can examine the language and craft Gibbons uses to make her books interesting for her readers.</li> <li>I can pay close attention to the introduction, descriptions, and conclusion.</li> </ul> <p><b>Mini-Lessons</b></p> <p><b>Generating Ideas I</b></p> <ul style="list-style-type: none"> <li>I will wonder and write about topics I am curious about.</li> </ul> <p><b>Generating Ideas II</b></p> <ul style="list-style-type: none"> <li>I can think about subjects in my world that are very interesting to me.</li> </ul>	<ul style="list-style-type: none"> <li>Craft Style</li> <li>Research</li> <li>Purpose/Meaning</li> <li>Metacognition</li> <li>Generating Ideas</li> <li>Listening and Responding</li> <li>Drafting</li> <li>Organization</li> <li>Revision</li> <li>Conventions and Grammar</li> <li>Editing</li> <li>Publishing</li> <li>Establishing routines and management</li> <li>Writing with independence</li> <li>Writing with stamina</li> <li>Writing with focus and organization</li> <li>Elaborating</li> </ul>	<p>Questions from unit lessons in Gail Gibbons unit of study</p> <ul style="list-style-type: none"> <li>What Can We Learn by Observing</li> <li>The "How" in the Everyday</li> <li>Strong Questions vs Weak Questions</li> <li>My Observation Chart</li> <li>BAS (Fall, Winter)</li> <li>See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Standards-Based Writing Rubric Text Type:Informational /Explanatory Gr 2</li> <li>Student Writing Rubric: Grade 2</li> <li>Reflecting on My Work</li> <li>BAS (Spring)</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Editing Checklist</li> <li>Draft</li> <li>Final piece</li> <li>BAS (Fall, WInter, Spring)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Use of Formative Assessment Graphic</li> </ul>	<ul style="list-style-type: none"> <li><i>My Baseball Book</i></li> <li><i>Nature’s Green Umbrella</i></li> <li><i>Planet Earth Inside Out</i></li> <li><i>Recycle</i></li> <li><i>Sunken Treasure</i></li> <li><i>Sun Up, Sun Down</i></li> <li><i>Zoo</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li><i>RAZ Kids</i></li> <li><i>Storyworks</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li><i>Is It a Primary Source or a Secondary Source?</i></li> <li><i>What We Can Learn by Observing</i></li> <li><i>The “How in the Everyday”</i></li> <li><i>The Proper Order of Questions</i></li> <li><i>Activity Ideas</i></li> <li><i>Questions to Help Select a Topic</i></li> <li><i>Selecting a Nonfiction Topic (ELL Support)</i></li> <li><i>Collecting Like Gail Gibbons</i></li> <li><i>Questions for the Expert</i></li> <li><i>Thinking About My Voice</i></li> <li><i>Revision Suggestions</i></li> <li><i>Ending Punctuation</i></li> </ul>
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<p><b>Generating Ideas III</b></p> <ul style="list-style-type: none"> <li>• I can think about activities in my world that I enjoy and could teach others about.</li> </ul> <p><b>Selecting</b></p> <ul style="list-style-type: none"> <li>• I can choose a meaningful topic from my notebook that I feel strongly about and want to spend more time working on.</li> </ul> <p><b>Collecting</b></p> <ul style="list-style-type: none"> <li>• I can learn about each of the elements in Gail Gibbons collecting process so I can use some of her research strategies.</li> </ul> <p><b>Collecting II</b></p> <ul style="list-style-type: none"> <li>• I can begin reading about my chosen topic to build my knowledge and help me with my writing.</li> </ul> <p><b>Collecting III</b></p> <ul style="list-style-type: none"> <li>• I can think about who I can talk to and would like to ask to gather more information about my topic.</li> </ul> <p><b>Collecting IV</b></p> <ul style="list-style-type: none"> <li>• I can think about sketches to include in my writing that will add to my topic.</li> </ul> <p><b>Collecting V</b></p> <ul style="list-style-type: none"> <li>• I can use my notes and information to select what I will include in my draft.</li> </ul> <p><b>Drafting I</b></p> <ul style="list-style-type: none"> <li>• I can look closely at structures in Gail Gibbons work and think about how to structure my own writing.</li> </ul> <p><b>Drafting II</b></p> <ul style="list-style-type: none"> <li>• I can sketch out where to place my illustrations within my text.</li> </ul> <p><b>Drafting III</b></p> <ul style="list-style-type: none"> <li>• I can draft the “extras” I would like to include in my writing, paying close attention to the extra information or sections that end Gibbon’s books.</li> </ul> <p><b>Revising I</b></p> <ul style="list-style-type: none"> <li>• I can work on creating an engaging</li> </ul>		<p>Organizers</p> <ul style="list-style-type: none"> <li>• Oral responses and graphic organizers pertaining to the Grade 2 Gail Gibbons Unit.</li> <li>• Editing Checklist</li> <li>• Modified assignments and Student Forms</li> <li>• Grade based on anecdotal and observation notes</li> <li>• Grade on content only</li> <li>• Grade draft only</li> </ul>	<p><i>Marks</i></p> <ul style="list-style-type: none"> <li>• <i>Checking for Clarity</i></li> <li>• <i>Adding a Dedication and Acknowledgement</i></li> <li>• <i>Special Thanks</i> (ELL Support)</li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Writer’s Notebooks or Folders</li> <li>• Dictionaries/Word Books</li> <li>• Pens/Pencils (for writing, revising and editing)</li> <li>• Writing paper</li> <li>• Chart paper</li> <li>• Sticky Notes</li> <li>• Drafting Paper</li> <li>• Chart Paper</li> </ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Any Gibbons book with a "thank you" on the copyright page; any Gibbons book with illustrations and labels</li> </ul> <p><b>Word Study, Spelling, and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Wilson Foundations</li> </ul>
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<p>introduction for my nonfiction piece by including a hook to pull in my readers.</p> <p><b>Revising II</b></p> <ul style="list-style-type: none"> <li>• I can look closely at my draft and think about how I can add my voice to my writing.</li> </ul> <p><b>Revising III</b></p> <ul style="list-style-type: none"> <li>• I can revise my writing and illustrations so that my readers can understand my text.</li> </ul> <p><b>Editing I</b></p> <ul style="list-style-type: none"> <li>• <b>I can edit my draft making sure I have correctly used punctuation.</b></li> </ul> <p><b>Editing II</b></p> <ul style="list-style-type: none"> <li>• I can work with a partner to proofread and peer edit each other's drafts for any spelling errors and then edit my draft based on what my partner suggests.</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• I can share with my readers my inspiration for my nonfiction text by including my Acknowledgements and a Dedication pages.</li> </ul> <p><b>Student Self-Reflection</b></p> <ul style="list-style-type: none"> <li>• I can think about myself as a writer and how well I used the strategies I learned in my writing by completing a questionnaire.</li> </ul>			
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**NJ Student Learning Standards (2016)**

**WRITING**

**Text types and purposes**

**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 conclusion.

**W.2.2:** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**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

## **Production and Distribution of Writing**

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**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.

## **Research to Build Present Knowledge**

**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:** Recall information from experiences or gather information from provided sources to answer a question.

## **SPEAKING and LISTENING**

### **Comprehension and Collaboration**

**SL.2.1:** Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their explicit comments to the remarks of others

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

**SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

**SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.5:** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

## **LANGUAGE STANDARDS**

### **Conventions**

**L.2.1:** Demonstrate command of the conventions of grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

c. Use reflexive pronouns (e.g., myself, ourselves).

d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**L.2.2:** Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
- e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

### **Vocabulary Acquisition and Knowledge**

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**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., When other kids are happy that makes me happy).

### **NJSLS Technology Standards**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1** Develop an understanding of ownership of print and non-print information

### **Interdisciplinary Connections and Activities**

- Students can sit in a comfortable place at home or outside. What everyday things do they see that they are curious about record in Writers Notebook. W2.6, CRP2
- Students will reread *Planet Earth Inside Out* for key vocabulary. L.2.3, L.2.4
- Science Earth's Systems 2-ESS2
- Math 2.MD.A.1 Students will include measurement in nonfiction writing. Math 2.MD.A.1

### **21st Century Life and Careers**

#### **9.2 Career Awareness, Exploration, and Preparation**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP12.** Work productively in teams while using cultural global competence.

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies**  
*(Alternate Modes of Instruction and Support)*

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Research Gail Gibbons on how she writes and illustrates the things she has learned.</p> <p>Write and send letters to Gail Gibbons.</p> <p>Provide Level P and Higher level texts that address similar writing to Gail Gibbons (or additional author study).</p> <p>Students take part in-peer tutoring to assist students having difficulty.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Before reading <i>Recycle!</i>, introduce the topic by showing the recycling symbol. Discuss where students have seen this symbol, what they think it means, etc. Complete a word definition map about recycling. For an example, see the Appendix "Word Map."</p> <p>Word Map (ELL Support)</p> <p>After the read-aloud of <i>Sun Up, Sun Down</i>, reread a few select pages to have students identify the type of research Gibbons did. Distribute copies of the Appendix "Is It a Primary Source or a Secondary Source?" and have students fold it in half vertically to use as an "Every Person Responds (EPR)" sheet. Students should hold the folded paper up so one side is visible to you and one side is visible to the student. After reading aloud select pages or facts from the book, pause</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade Gail Gibbons unit.</p> <p><b>Supply students with Anchor Charts:</b>  <i>Is It a Primary Source or a Secondary Source, Asking Questions About What Excites Me, Questions to Help Select a Topic, Drafting Extras, Thinking About our Writing Voice, and Revision</i>            Suggestion: Tape or staple charts into student notebooks or folder for easy reference.</p> <p><b>Partially complete Gail Gibbons Graphic Organizers such as:</b>  <i>What I Know and What I Need to Find Out, Collecting Like Gail Gibbons Web Outline for Bats, Organizing my Writing, All-About or List Structure, Narrative or How-To Structure, Interesting Introductions and Possible Introductions</i></p>

so students can show if they think a fact was obtained from a primary or a secondary source by pointing to the appropriate box. The visuals will help reinforce the meaning of the terms "primary source" and "secondary source." This type of response will also show you if all students understand the distinction between the two sources.

After the first reading of *Nature's Green Umbrella*, examine more closely how Gibbons helps readers understand the challenging words in her books. Reread portions of the text again for the purpose of noticing when she defines a word in context, puts it in italics, or uses a drawing to assist readers in better comprehending the word. Examples can be charted or noted in the book with sticky notes.

After students brainstorm some activities with their peers (during the "Engage" portion of the lesson), encourage English language learners to act out or demonstrate what they know.

Selecting a Non-Fiction topic (ELL Support Form)

Include some framed sentences for students to use during this planning portion of their writing. For example:

- I can *read* \_\_\_ to get information about my topic.
- I can *ask* \_\_\_ to get information about my topic.
- I can *observe* \_\_\_ to get information about my topic.
- I can *look at* \_\_\_ to get information about my topic.

In order for students to complete the "Interesting Introductions" sheet, engage them in a shared

Extra time completing tasks, checklists and other tasks in this writing unit.

Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Gail Gibbons unit of study.

Provide samples and model each step of the writing process as needed.

Use sticky notes to annotate.

:) = a fact that answered one of my questions (from the "What Do I Need to Find Out?" column on their copies of "What I Know and What I Need to Find Out") ! = WOW Fact

Read aloud various sentences that include the use of different forms of end mark punctuation from Gibbons's books. Have students write the kind of punctuation mark they think she used on a small whiteboard or on a sheet of paper. Students can flip the board and show their answer while explaining their thinking.

Oral response options to be provided for assignments calling for students to produce written responses connected to Gail Gibbons.

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Gail Gibbons unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require writing.



	<p>writing experience by sharing the pen with them as a group and developing possible introductions for each student's topic. See the Appendix "Possible Introductions" for a possible way to guide this collaborative writing effort.</p> <p>Special Thanks (ELL Support)</p> <p>*Also see modifications for students with IEPs/504s and At-Risk Learners</p>	<p>Provide wait time to allow students to process orally presented information and questions relating Gail Gibbons</p> <p>Use different colors to edit for each item that you are editing for to make the editing work stand out.</p> <p>As students edit, have them switch drafts with more than one other student. Rotate drafts around to each student in the small group. Each student should get a different colored pencil to use in order to note suggestions on sticky notes and on the checklist.</p> <p>*Also see modifications for English Language Learners</p>
<p><b>Sources:</b>  <b>New Jersey Student Learning Standards (2016)</b> <a href="http://www.state.nj.us/education/cccs/2016/ela/k.pdf">http://www.state.nj.us/education/cccs/2016/ela/k.pdf</a>  <b>New Jersey Student Learning Standards: Technology (2014)</b> <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a>  <b>Career Ready Practices (2014)</b> <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  <b>Schoolwide Inc. (2013)</b> <a href="http://www.schoolwide.com/">http://www.schoolwide.com/</a>  <b>Wilson Foundations (2015)</b> <a href="http://www.wilsonlanguage.com">http://www.wilsonlanguage.com</a></p>		

