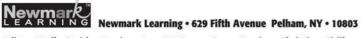
ORE WritingtoTexts

ccss	Grade 2 Writing Standards	
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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	~
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	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.2.4	(Begins in grade 3)	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by 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.	~
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.	~
W.2.9	(Begins in grade 4)	
W.2.10	(Begins in grade 3)	



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ORE WritingtoTexts

Table of Contents

GRADE

2

Common Core Standards	Mini-Lessons, Practice, and Assessments	Page	
	Introduction	2	
	Using this Book	4	
	Opinion/Argument Writing Mini-Lessons		
W.2.1	Mini-Lesson 1: Respond to Literature	6	
	Mini-Lesson 2: Respond to Informational Text	12	
	Informative/Explanatory Writing Mini-Lessons		
W.2.2	Mini-Lesson 3: Respond to Literature		
	Mini-Lesson 4: Respond to Informational Text	24	
W0 7	Narrative Writing Mini-Lessons	70	
W.2.3	Mini-Lesson 5: Respond to Literature	30	
	Mini-Lesson 6: Respond to Informational Text Practice Texts with Prompts	36	
	How to Use Practice Texts with Prompts	42	
	1. The Talent Show (realistic fiction)	44	
	2. Emily's Test (fairy tale)	48	
	3. Furless Friends (realistic fiction)	52 56	
	4. The Shoemaker and the Elves (folktale)		
	5. Damon's Problem (realistic fiction)6. The Rain Forest (realistic fiction)		
	7. The Lucky Charm (realistic fiction)	68	
	8. Why the Sky Is High (pourquoi tale)	72	
	9. At the Zoo (narrative poem)	76	
W.2.1–W.2.8	10. The Cat Who Walked by Himself (play)	80	
	11. Tree Rings (science text)	84	
	12. The United States: A Melting Pot (social studies text)	88	
	13. George Washington Carver (biography)	92	
	14. How to Grow Sunflowers (procedural text)	96	
	15. Koko the Gorilla (magazine article)	100	
	16. Early Types of Money (social studies text)	104	
	17. Healthy Eating (science text)		
	18. Desert Geography (social studies text)	108	
	19. Cupcake's Amazing Trip (newspaper article)	112	
	20. Saturn (online encyclopedia)	110	
W.2.1–W.2.5	Student Writing Checklists	120	
		124	
W.2.1–W.2.5 Rubrics and Assessments			

Introduction

What Is the Common Core?

The Common Core State Standards are an initiative by states to set shared, consistent, and clear criteria for what students are expected to learn. This helps teachers and parents know what they need to do to help students. The standards are designed to be rigorous and pertinent to the real world. They reflect the knowledge and skills that young people need for success in college and careers.

If your state has joined the Common Core State Standards Initiative, then teachers are required to incorporate these standards into their lesson plans. Students need targeted practice in order to meet grade-level standards and expectations, and thereby be promoted to the next grade.

What Does It Mean to Write to Texts?

One of the most important instructional shifts in the Common Core State Standards is writing to texts, or sources. What exactly does this mean? Haven't standardized assessments always used reading texts as a springboard to writing? Yes, but the required writing hasn't always been DEPENDENT on the key ideas and details in a text.

A prompt that is non-text dependent asks students to rely on prior knowledge or experience. In fact, students could likely carry out the writing without reading the text at all. The writing does not need to include ideas, information, and key vocabulary from the text.

Writing to texts requires students to analyze, clarify, and cite information they read in the text. The writing reveals whether students have performed a close reading, because it is designed to elicit ideas, information, and key vocabulary from the text as well as students' own evidence-based inferences and conclusions. These are all skills that prepare them for the grades ahead, college, the workplace, and real-world applications in their adult daily lives.

An example of a passage with non-text-dependent and text-dependent sample prompts is provided on page 3.

Sample Passage

Simple Machines

- A simple machine is a tool that does work with one movement. It has few or no moving parts and uses energy to do work. A lever, a wedge, a screw, a pulley, and a ramp are all simple machines.
- 2. You use simple machines all the time, too. If you have opened a door, eaten with a spoon, cut with scissors, or zipped up a zipper, you have used a simple machine.
- 3. Life would be very different if we did not have machines. Work would be much harder, and playing wouldn't be as much fun.

Standard	Sample Prompt: Non-Text Dependent	Sample Prompt: Text Dependent
W.2.1 (Opinion/ Argument)	Do you prefer zippers, buttons, buckles, or another type of fastener for your clothing? Why?	The author makes three claims in the last paragraph. Choose one and tell whether you agree or disagree. Support your opinion with facts from the text.
W.2.2 (Informative Explanatory)	Think about a machine you have used to do a task. How did you use it? How did using the machine make the task easier?	Explain what a simple machine is. Use details from the text to support your explanation.
W.2.3 (Narrative)	Write a story in which a character invents a machine that no one has seen or heard of before.	Imagine that all the machines mentioned in the passage disappeared for twenty-four hours. Write a journal entry about how your life was different that day and what you learned.

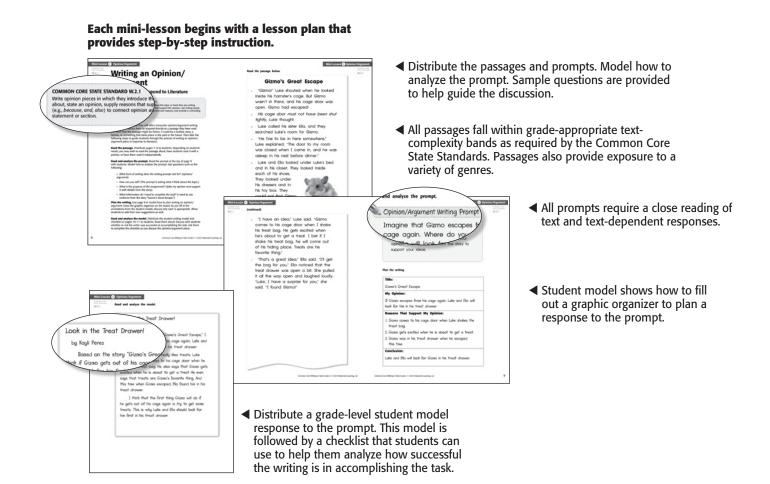
Using this Book

How Does This Book Help Students?

This book is organized into three main sections: Writing Mini-Lessons, Practice Texts with Prompts, and Rubrics and Assessments. All mini-lessons and practice pages are self-contained and may be used in any order that meets the needs of students. The elements of this book work together to provide students with the tools they need to be able to master the range of skills and application as required by the Common Core.

1. Mini-Lessons for Opinion/Argument, Informative/ Explanatory, and Narrative Writing

Writing mini-lessons prepare students to use writing as a way to state and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences. The mini-lessons are organized in the order of the standards, but you may wish to do them with your class in an order that matches your curriculum. For each type of writing the first mini-lesson covers responding to literature, while the second mini-lesson models how to respond to informational text.

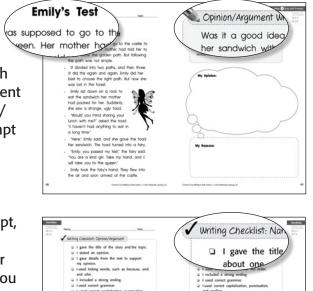


2. Practice Texts with Prompts

Passages and prompts provide students with real experience writing to a text. Each passage is followed by three text-dependent prompts: Opinion/Argument, Informative/ Explanatory, and Narrative. On each prompt page, students are also provided with a graphic organizer to help them plan their writing.

You may wish to assign a particular prompt, have students choose one, or have them execute each type of writing over a longer period of time. For each type of writing, you can distribute a corresponding checklist to help students plan and evaluate their writing.

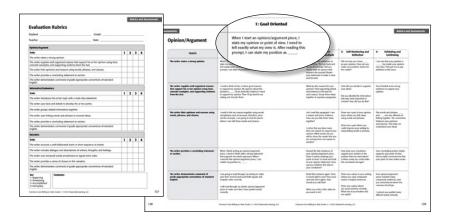
For more information on how to use this section, see page 42.



3. Rubrics and Assessments

The section includes Evaluation Rubrics to guide your assessment and scoring of students' responses. Based on your observations of students' writing, use the differentiated rubrics. These are designed to help you conduct meaningful conferences with students and will help differentiate your interactions to match students' needs.

For each score a student receives in the Evaluation Rubrics, responsive prompts are provided. These gradual-release prompts scaffold writers toward mastery of each writing type.



Common Core State Standard W.2.1

Writing an Opinion/ Argument

Mini-Lesson 1: Respond to Literature

COMMON CORE STATE STANDARD 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.

Explain to students that they will often encounter opinion/argument writing prompts that instruct them to respond directly to a passage they have read. Tell them that the passage might be fiction. It could be a realistic story, a fantasy, or something that takes place in the past or the future. Then take the following steps to guide students through the process of writing an opinion/ argument piece in response to literature.

Read the passage. Distribute pages 7–9 to students. Depending on students' needs, you may wish to read the passage aloud, have students read it with a partner, or have them read it independently.

Read and analyze the prompt. Read the prompt at the top of page 9 with students. Model how to analyze the prompt. Ask questions such as the following:

- What form of writing does the writing prompt ask for? (opinion/ argument)
- How can you tell? (The prompt is asking what I think about the topic.)
- *What is the purpose of the assignment?* (state my opinion and support it with details from the story)
- What information do I need to complete the task? (I need to use evidence from the story "Gizmo's Great Escape.")

Plan the writing. Use page 9 to model how to plan writing an opinion/ argument. Draw the graphic organizer on the board. As you fill in the annotations from the student model, discuss why each is appropriate. Allow students to add their own suggestions as well.

Read and analyze the model. Distribute the student writing model and checklist on pages 10–11 to students. Read them aloud. Discuss with students whether or not the writer was successful at accomplishing the task. Ask them to complete the checklist as you discuss the opinion/argument piece.

COMMON CORE STATE STANDARD

Gizmo's Great Escape

- "Gizmo!" Luke shouted when he looked inside his hamster's cage. But Gizmo wasn't in there, and his cage door was open. Gizmo had escaped!
- 2. His cage door must not have been shut tightly, Luke thought.
- 3. Luke called his sister Ella, and they searched Luke's room for Gizmo.
- "He has to be in here somewhere," Luke explained. "The door to my room was closed when I came in, and he was asleep in his nest before dinner."
- Luke and Ella looked under Luke's bed and in his closet. They looked inside each of his shoes.
 They looked under his dressers and in his toy box. They could not find Gizmo anywhere.



(continued)

Mini-Lesson 1 Opinion/Argument

Common Core State Standard W.2.1

(continued)

- 6. "I have an idea," Luke said. "Gizmo comes to his cage door when I shake his treat bag. He gets excited when he's about to get a treat. I bet if I shake his treat bag, he will come out of his hiding place. Treats are his favorite thing."
- "That's a great idea," Ella said. "I'll get the bag for you." Ella noticed that the treat drawer was open a bit. She pulled it all the way open and laughed loudly. "Luke, I have a surprise for you," she said. "I found Gizmo!"

Read and analyze the prompt.

Common Core State Standard

Opinion/Argument Writing Prompt

Imagine that Gizmo escapes from his cage again. Where do you think Luke and Ella will look for him first? State your opinion. Then use details from the story to support your ideas.

Plan the writing.

Title:

Gizmo's Great Escape

My Opinion:

If Gizmo escapes from his cage again, Luke and Ella will look for him in his treat drawer.

Reasons That Support My Opinion:

- 1. Gizmo comes to his cage door when Luke shakes the treat bag.
- 2. Gizmo gets excited when he is about to get a treat.
- 3. Gizmo was in his treat drawer when he escaped this time.

Conclusion:

Luke and Ella will look for Gizmo in his treat drawer.

Common Core State Standard W.2.1

Read and analyze the model.

Look in the Treat Drawer!

by Kayli Perez

Based on the story "Gizmo's Great Escape," I think if Gizmo gets out of his cage again, Luke and Ella will look for him first in his treat drawer.

Gizmo the hamster really likes treats. Luke says that Gizmo comes to his cage door when he shakes his treat bag. He also says that Gizmo gets excited when he is about to get a treat. He even says that treats are Gizmo's favorite thing. And this time when Gizmo escaped, Ella found him in his treat drawer.

I think that the first thing Gizmo will do if he gets out of his cage again is try to get some treats. This is why Luke and Ella should look for him first in his treat drawer.

Common Core State Standard **W.2.1**

Writing Checklist: Opinion/Argument

- □ The writer gave the title of the story and the topic.
- □ The writer stated an opinion.
- □ The writer gave details from the text to support her opinion.
- □ The writer used linking words, such as *because*, *and*, and *also*.
- □ The writer included a strong ending.
- □ The writer used correct grammar.
- The writer used correct capitalization, punctuation, and spelling.