**Common Core Unit Map**

**Grade Level:** 2  
**Subject:** Writing  
**Trimester:** 1  
**Revised:** June 2013

<table>
<thead>
<tr>
<th>Unit: Narrative</th>
<th>Unit Length: 5 weeks</th>
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</table>
| **Enduring Understanding(s):**  
Writers tell stories about their daily lives that are often connected to their home, family, and friends.  
Writers often write about a seemingly small episode - yet it has big meaning for the writer.  
Writers often include two and sometimes three small, connected moments so that there is a sense that the stories have a beginning, middle, and end.  
Writers often tell the story in such a way that the reader can almost experience it from start to finish. The story is written step-by-step. |
| **Essential Question(s):** |

<table>
<thead>
<tr>
<th><strong>Common Core Standards</strong></th>
<th><strong>Common Core en español</strong></th>
</tr>
</thead>
</table>
| **Writing Standards**  
*Text Type and Purposes*  
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*  
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| **Estándares de escritura y redacción**  
*Tipos de texto y sus propósitos*  
3. Esciben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión.  
*Producción y redacción*  
5. Con la orientación y el apoyo de adultos y compañeros, se enfocan en un tema y mejoran el escrito según sea necesario al revisar y al corregir.  
6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para hacer y publicar escritos, incluso en colaboración con sus compañeros. |

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<thead>
<tr>
<th><strong>Assessment</strong></th>
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</table>
| **Summative:**  
Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric. |
| **Other Formative Assessments:**  
Anecdotal conferring notes of student’s writing progress.  
Authentic Student work  
Informal observation of students during mini lessons, writing time, and oral storytelling activities. |
### Mentor Texts for Personal Narrative  
**K-2**

The mentor text list below is not exhaustive; it’s intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

#### English
- **The Best Story** by Eileen Spinelli
- **Ralph Tells a Story** by Abby Hanlon
- **What Authors Do** by Eileen Chrislelow
- **The Memory String** by Eve Bunting
- **When Sophie gets Angry** by Molly Band
- **My Fathers Hands** by Joanne Ryder
- **Harold and the Purple Crayon** by Crockett Johnson
- **The Dot** by Peter H. Reynolds
- **Ish** by Peter H. Reynolds
- **I am Too Absolutely Small for School** by Lauren Child
- **When I was Five** by Arthur Howard
- **When I was Little/When I was Five** by Jamie Lee Curtis

#### Español
- **Cuadros de familia** by Carmen Lomas Garza
- **Graciela asombrosa** by Mary Hoffman
- **La Isla** by Arthur Dorros
- **Somos Primos** by Diane Gonzales Betrand
- **EL Chocolate de Abuelita** by Mara Price
- **Mi propio cuartito** by Amada Irma Perez
- **Que Monton de Tamales** by Gary Soto

#### Culturally Relevant Texts
- **The Stories Julian Tells** by Ann Cameron
- **Goggles** by Ezra Jack Keats
- **Do Like Kyla** by Angela Johnson
- **I love My Hair** by Natasha Tarpley
- **Pete’s Chair** by Ezra Jack Keats
- **Big Mama’s** by Donald Crews
- **Shortcut** by Donald Crews

### Resources

**Professional Resources:**
- *Nonfiction Craft Lessons* by Fletcher and Portalupi
- *Teaching the Qualities of Writing* by Fletcher and Portalupi
- *Making Revision Matter* by Janet Angelillo
- *The Revisers Toolbox* by Barry Lane
- *Writer’s Notebook, Aimee Buckner*
- *Lessons for the Writer’s Notebook* by Fletcher and Portalupi
- *Lessons That Change Writers* by Nancie Atwell
- *A Writer’s Notebook: Unlocking the Writer Within You* by Ralph Fletcher
- *Breathing In, Breathing Out: Keeping a Writer’s Notebook* Ralph Fletcher
- *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray

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Revised June 2013
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**Professional Resources:**
- *Wondrous Words: Writers and Writing in the Elementary Classroom* by Katie Wood Ray
- *Mentor Author, Mentor Texts,* by Ralph Fletcher
- *Mentor Texts: Teaching Writing Through Children’s Literature, K-6* by Lynne R. Dorfman by Rose Cappelli
- *Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8* by Lynne R. Dorfman by Rose Cappelli

**Lesson Planning Resources available online:**

Hall County Schools Launching Writer’s Workshop Units of Study

Portland Public Schools/K-S Writing Units of Study
[http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)

Colorado Springs K-S Writer Units of Study
[http://www.d11.org/Instruction/Literacy/LanguageArts/Pages/k-S-Writing-Resources.aspx](http://www.d11.org/Instruction/Literacy/LanguageArts/Pages/k-S-Writing-Resources.aspx)

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study

K-S Writers Workshop Units
[http://www.humbleisd.net/Page/28851](http://www.humbleisd.net/Page/28851)

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study

Jefferson County Schools/Literacy Resource Closet K-1 Personal Narrative K-4 Fictional Narrative
[http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html](http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html)

Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn

Revised June 2013
## Grade Level Standards

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Common Core en español</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Estándares de lectura</strong></td>
</tr>
<tr>
<td>3. Describe how characters in a story respond to major events and challenges.</td>
<td>3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.</td>
</tr>
<tr>
<td>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce al cuento y el final concluye la acción.</td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Audición y expresión oral</strong></td>
</tr>
<tr>
<td>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td>1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para el segundo grado.</td>
</tr>
<tr>
<td>a. Follow agreed-upon rules 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).</td>
<td>a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).</td>
</tr>
<tr>
<td>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
<td>b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.</td>
</tr>
<tr>
<td>c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.</td>
<td>c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.</td>
</tr>
<tr>
<td><strong>Language Standards</strong></td>
<td><strong>Estándares de lenguaje</strong></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.</td>
</tr>
<tr>
<td>a. Use collective nouns (e.g., group).</td>
<td>b. Usan sustantivos colectivos (ejemplo: la gente, el grupo).</td>
</tr>
<tr>
<td>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
<td>c. Forman y usan sustantivos plurales que causan cambios ortográficos como z-c o uso del acento escrito (acento ortográfico) que se utilizan con frecuencia (ejemplo: corazón-corazones, lápiz-lápices, joven-jóvenes, pez-peces).</td>
</tr>
<tr>
<td>c. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
<td>d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural causan cambios ortográficos (maiz, maices; carácter, caracteres).</td>
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### Common Core Unit Map

**Subject:** Writing

**Grade Level:** 2  
**Trimester 1**

#### ELD Standards

<table>
<thead>
<tr>
<th>Part 1: Interacting in Meaningful Ways</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
</table>
| **A. Collaborative**                 | 2. Interacting via written English  
Collaborate with peers on joint writing  
projects of short informational and  
literary texts, using technology where  
appropriate for publishing, graphics, etc. | 2. Interacting via written English  
Collaborate with peers on joint writing  
projects of longer informational and  
literary texts, using technology where  
appropriate for publishing, graphics, etc. | 2. Interacting via written English  
Collaborate with peers on joint writing  
projects of a variety of longer  
informational and literary texts, using  
technology where appropriate for  
publishing, graphics, etc. |
| **B. Interpretive**                  | 6. Reading/viewing closely  
Describe ideas, phenomena (e.g., plant  
life cycle), and text elements (e.g., main  
idea, characters, events) based on  
understanding of a select set of grade  
level texts and viewing of multimedia  
with substantial support. | 6. Reading/viewing closely  
Describe ideas, phenomena (e.g., how  
earthworms eat), and text elements (e.g.,  
setting, events) in greater detail based on  
understanding of a variety of grade-level  
texts and viewing of multimedia with  
moderate support. | 6. Reading/viewing closely  
Describe ideas, phenomena (e.g., erosion),  
and text elements (e.g., central message,  
character traits) using key details based on understanding of a  
variety of grade-level texts and viewing of  
multimedia with light support. |
| **C. Productive**                    | 10. Composing/Writing  
Write very short literary texts (e.g.,  
story) and informational texts (e.g., a  
description of a volcano) using familiar  
vocabulary collaboratively with an adult  
(e.g., joint construction of texts), with  
peers, and sometimes independently. | 10. Composing/Writing  
Write short literary texts (e.g., a story)  
and informational texts (e.g., an explanatory text  
explaining how a volcano erupts)  
collaboratively with an adult (e.g., joint  
construction of texts), with peers, and with  
increasing independence. | 10. Composing/Writing  
Write longer literary texts (e.g., a story)  
and informational texts (e.g., an explanatory text  
explaining how a volcano erupts)  
collaboratively with an adult (e.g., joint  
construction), with peers and independently. |

#### Part 2: Learning About How English Works

| **A. Structuring**                  | 1. Understanding text structure  
Apply understanding of how different text  
types are organized to express ideas (e.g.,  
how a story is organized sequentially) to  
comprehending and composing texts in shared  
language activities guided by the teacher,  
with peers, and sometimes independently. | 1. Understanding text structure  
Apply understanding of how different text  
types are organized to express ideas (e.g.,  
how a story is organized sequentially with  
predictable stages versus how an  
information report is organized by topic  
and details) to comprehending and  
composing texts with increasing  
independence. | 1. Understanding text structure  
Apply understanding of how different text  
types are organized predictably to express  
ideas (e.g., a narrative versus an  
informative/explanatory text versus an  
opinion text) to comprehending and  
writing texts independently. |
| **B. Expanding**                    | 4. Using nouns and noun phrases  
Expand noun phrases in simple ways (e.g.,  
adding a familiar adjective to describe  
a noun) in order to enrich the  
meaning of sentences and to add details  
about ideas, people, things, etc., in  
shared language activities guided by the  
teacher and sometimes independently. | 4. Using nouns and noun phrases  
Expand noun phrases in a growing number  
of ways (e.g., adding a newly learned  
adjunctive to a noun) in order to enrich the  
meaning of sentences and to add details  
about ideas, people, things, etc., with  
increasing independence. | 4. Using nouns and noun phrases  
Expand noun phrases in a variety of ways  
(e.g., adding comparative/superlative  
adjunctives to nouns) in order to enrich the  
meaning of phrases/sentences and to add  
details about ideas, people, things, etc.,  
independently. |
| **C. Connecting**                  | 6. Connecting ideas  
Combine clauses in a few basic ways to  
makes connections between and to join  
ideas (e.g., creating compound  
sentences using and, but, so) in shared  
language activities guided by the teacher  
and sometimes independently. | 6. Connecting ideas  
Combine clauses in an increasing variety  
of ways to make connections between  
and to join ideas, for example, to express  
cause/effect (e.g., She jumped because  
the dog barked) with increasing  
independence. | 6. Connecting ideas  
Combine clauses in a wide variety of ways  
(e.g., rearranging complete simple to form  
compound sentences) to make  
connections between and to join ideas  
(e.g., The boy was hungry. The boy ate a  
sandwich. > The boy was hungry so he  
ate a sandwich.) independently. |