# Common Core Unit Map

**Grade Level:** 2  
**Subject:** Writing  
**Trimester 3**

<table>
<thead>
<tr>
<th>Unit: Opinion Writing /Review</th>
<th>Unit Length: 5 weeks</th>
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### Enduring Understanding(s):
- An opinion is where you tell what you think about something.
- Opinion writing comes in various forms, but is always intended to convince the reader of a point of view.
- Writers plan and rehearse their opinion on topics that matter to them in conversations as they prepare to write.
- Writers use reasons to support their opinions.
- Letters and reviews are two ways authors share their opinions.

### Essential Question(s):

### Common Core Standards

**Writing Standards**

**Text Type and Purposes**
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.

**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.

### Assessment

**Summative:**
Common Core Assessment  
- Directions for administrations, student testing booklet, and Common Core Aligned opinion writing rubrics will be provided by the district.

**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.

### Common Core en español

**Estándares de escritura y redacción**

**Tipos de texto y sus propósitos**
1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: porque, y, también) para conectar la opinión y las razones, y proporcionan una declaración o sección final.

**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.
## Mentor Texts for Opinion Writing K-3

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
- I Wanna Iguana by Karen Kaufman Orloff
- *Click, Clack, Moo Cows, That Type* by Dorreen Cronin
- *Dear Annie* by Judith Caseley
- *The Jolly Pocket Postman* by Janet Ahlberg and Alan Ahlberg
- *Ira Sleeps Over* by Cynthia Rylant
- *Stand Tall, Molly Lou Melon* by Patty Lowell
- *Sheila Rae, the Brave* by Kevin Henkes
- *The Recess Queen* by Alex O'neil
- *Should There Be Zoos?* by Tony Stead and Judy Ballester
- *Gooseberry Park* by Cynthia Rylant
- *Earrings* by Judith Viorst
- *Dear Dr. Larue* by Mark Teague
- *Red is Best* by Kathy Stinson
- *Hey, Little Ant* by Philip Hoose
- *The Salamander Room* by Anne Maze
- *Can I Keep Him?* by Steven Kellogg
- *Freedom Summer* by Deborah Wiles
- *(Third Grade)*
- *The Best Town in the World* by Byrd Baylor
- *A Pig Parade is a Terrible Idea* by Micheal Ian Black
- *Duck for President* by Dorreen Cronin
- *My Brother Dan’s Delicious* by Steven L. Layne
- *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry
- *Don’t Let the Pigeon Drive the Bus* by Mo Willems

### Español
- *Clic, clac, muu: vacas escitoras* por Dorreen Cronin
- *El cartero simpatico bolsillo* por Janet y Alan Ahlberg
- *Quigue Duerme fuera de casa* por Cynthia Rylant
- *(¿Debería haver zoológicos?)* por Tony Stead and Judy Ballester
- *(¿No deces que la paloma conduzca el autobús!)* por Mo Willems
- *Pato para presidente* por Dorreen Corin
- *El Gran Copoquero: Un cuento de las selva amazonia* por Lynne Cherry

### Resources

**Professional Resources:**
- *About the Authors-Writing Workshop with our Youngest Writers* by Katie Wood Ray with Lisa B. Cleaveland
- *In Pictures and in Words: Teaching the Qualities of Good Writing through Illustration Study* by Katie Wood Ray
- *Study Driven: A Framework for Planning Units of Study in the Writing Workshop* by Katie Wood Ray
- *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 and Rose Cappelli

**Lesson Planning Resources available online:**
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<tbody>
<tr>
<td>Portland Public Schools/K-5 Writing Units of Study</td>
<td><a href="http://www.pps.k12.or.us/departments/curriculum/2022.htm">http://www.pps.k12.or.us/departments/curriculum/2022.htm</a></td>
</tr>
<tr>
<td>Common Core Standards</td>
<td>Common Core en español</td>
</tr>
<tr>
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<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Estándares de lectura</strong></td>
</tr>
<tr>
<td>8. Describe how reasons support specific points the author makes in a text.</td>
<td>8. Describen cómo las razones apoyan los puntos específicos que el autor hace en un texto.</td>
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<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>ESTÁNDARES DE 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>
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<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>
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<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>
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<tr>
<td><strong>Language Standards</strong></td>
<td><strong>Estándares de lenguaje</strong></td>
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<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>
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<tr>
<td>d. Use reflexive pronouns (e.g., myself, ourselves).</td>
<td>d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural causan cambios ortográficos (maíz, maíces; carácter, caracteres).</td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
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<tr>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
<td>c. Reconocen que se usa una coma en el saludo y la despedida de una carta en inglés.</td>
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<tr>
<td>d. 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 (maíz, maíces; carácter, caracteres).</td>
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### Common Core Unit Map

**Grade Level:** 2  
**Trimester:** 3  

**Subject:** Writing

<table>
<thead>
<tr>
<th>Essential ELD Standards</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
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<tbody>
<tr>
<td><strong>Part 1: Interacting in Meaningful Ways</strong></td>
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</table>
| **A. Collaborative** | 3. Offering opinions  
Offer opinions and negotiate with others in conversations using learned phrases (e.g., *I think X*), as well as open responses, in order to gain and/or hold the floor. | 3. Offering opinions  
Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but X*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc. | 3. Offering opinions  
Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That’s a good idea, but X*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc. |
| **B. Interpretive** | 7. Evaluating language choices  
Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support. | 7. Evaluating language choices  
Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support. | 7. Evaluating language choices  
Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support. |
| **C. Productive** | 10. 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. 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. 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 predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently. | 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 adjective 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 adjectives 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 make 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. |