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About This Book

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.

—COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS, JUNE 2010

Support for Second Graders

The first lesson in each section focuses on an important skill—fact and opinion for opinion writing, main idea for informative writing, and sequence for narrative writing. These introductory lessons provide the scaffolding students need to be successful in each of these writing forms.

This book includes step-by-step instructions for teaching the three forms of writing—Opinion, Informative/Explanatory, and Narrative—covered in the Common Core State Standards (CCSS). The CCSS are a result of a state-led effort to establish a single set of clear educational standards aimed at providing students nationwide with a high-quality education. The standards outline the knowledge and skills that students should achieve during their years in school.

The writing standards are a subset of the Common Core English Language Arts Standards. They provide “a focus for instruction” to help students gain a mastery of a range of skills and applications necessary for writing clear prose. This book is divided into three main sections; each section includes six lessons devoted to one of the writing forms covered in the CCSS for grade 2. You’ll find more about each of these types of writing on pages 6–7.

- **Lessons 1–6** (pages 8–25) focus on the standards for writing opinion pieces.
- **Lessons 7–12** (pages 26–43) emphasize standards particular to informative/explanatory writing.
- **Lessons 13–18** (pages 44–61) address the standards for narrative writing.

Although the CCSS do not specify how to teach any form of writing, the lessons in this book follow the gradual release of responsibility model of instruction: I Do It, We Do It, You Do It (Pearson & Gallagher, 1983). This model provides educators with a framework for releasing responsibility to students in a gradual manner. It recognizes that we learn best when a concept is demonstrated to us; when we have sufficient time to practice it with support; and when we are then given the opportunity to try it on our own. Each phase is equally important, but the chief goal is to teach for independence—the You Do It phase—so that students really learn to take over the skill and apply it in new situations.

Pearson, P. D., & Gallagher, M. C. (1983). “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology*, 8 (3).

Opinion Writing (Fact & Opinion)

Get a Pet

Objectives & Common Core Connections

- * Differentiate between fact and opinion.
- * Develop facts and opinions about a topic.

Introduction Provide each student with a copy of the fact and opinion writing frame (page 9). Read the title and first lines. Also draw attention to the illustration. Tell students that when you want others to agree with you, you have to persuade them to think the way you do. You have to convince them to share your opinion. Explain that an opinion is a point of view or what someone thinks.

Model Tell students that an opinion about a hamster might be stated like this:

- I think a hamster would be a good class pet.

Explain that opinions often begin with words such as *I think* or *I believe*. Opinions may also include words such as *should* or *would*. For example:

- I think hamsters are cute.
- A hamster would be fun to have in the room.

Point out that writers need to offer more than an opinion to get others to agree with them; they need to give reasons to support an opinion. To help students understand what kinds of reasons to include, you might say: *Often the reasons a writer gives are facts about the subject.* Explain that a fact is a statement that can be proved. Give examples of statements of fact such as:

- A hamster is small and furry.
- It keeps itself clean.
- A hamster sleeps during the day.

Guided Practice Have students complete the fact and opinion writing frame. Explain that for Part B students should write two more opinions about hamsters. They can be positive or negative. For example:

- I think we should have two hamsters.
- I don't think hamsters are much fun.

Tell students they can use the illustration on the writing frame to help them develop facts for Part B. For example:

- A hamster lives in a metal cage.
- A hamster needs food and water.

Review Check students' work to see that they completed Part A correctly—facts: 2, 3, 4; opinions: 1, 5, 6. Invite volunteers to read their sentences from Part B to the class. Have listeners use these criteria to assess other students' work:

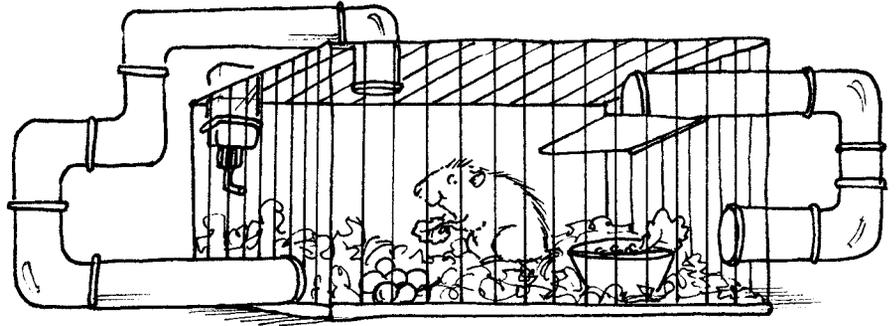
- ✓ Developed opinions about a topic
- ✓ Included facts about a topic

Independent Practice Use the On Your Own activity (page 10) as homework or review. Encourage students to use what they learned in the lesson to complete the page. Check students' work to see that they completed Part A correctly—facts: 2, 3; opinions: 1, 4, 5, 6. For Part B, let students know that they can write negative opinions if they wish.

Get a Pet



- Your class will get a pet.
- You want it to be a hamster.



A. Write **fact** or **opinion** next to each sentence.

1. _____ I like hamsters because they feel soft.
2. _____ A hamster is a little pet.
3. _____ It has small ears.
4. _____ A hamster needs exercise.
5. _____ I would like a rabbit more than a hamster.
6. _____ A hamster would be the best class pet.

B. Write two more opinions and two more facts about hamsters.

Opinion _____

Opinion _____

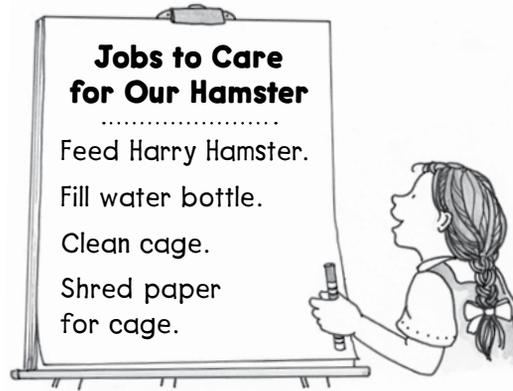
Fact _____

Fact _____

Name _____ Date _____

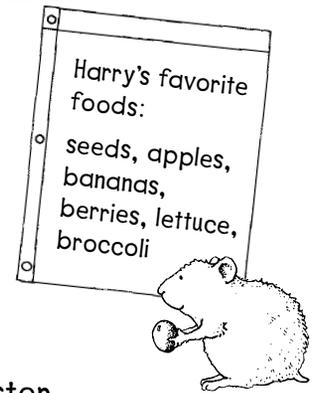
On Your Own

What do you think about a classroom pet?



A. Write **fact** or **opinion** next to each sentence.

1. _____ All classrooms should have a pet.
2. _____ Pets need care.
3. _____ A hamster eats lettuce.
4. _____ I think Harry is a good name for a hamster.
5. _____ We should read a book about taking care of pets.
6. _____ Students should take turns caring for classroom pets.



B. Write two more opinions and two more facts about hamsters.

Opinion _____

Opinion _____

Fact _____

Fact _____

Narrative Writing (Sequence)

In Order

Objectives & Common Core Connections

- * Identify sequence of events for a narrative.
- * Write sentences in sequence.

Introduction Provide each student with a copy of the writing frame (page 45). Read the title and first line. Also draw attention to the illustrations. Point out that the pictures show a series of events in the order, or sequence, in which they happened. Tell students that when you write a story or narrative, you use sequence to help the reader understand what is happening. If you tell things out of order, they don't make sense.

Model You might say: *You can make up a narrative based on what you see in the pictures. A narrative is a story or account of something. You usually write a narrative to entertain the reader.* Have students follow the pictures as you give sample sentences about the story in the pictures. Point out that you are going to give the girls in the pictures names.

- Rose and Anna saw the ice cream truck.
- Rose got an ice cream cone, and Anna got a popsicle.
- Rose dropped her ice cream.
- Anna broke her popsicle in half and shared it with Rose.

Guided Practice Have students complete the writing frame. For Part A, students should read the sentences carefully and then number

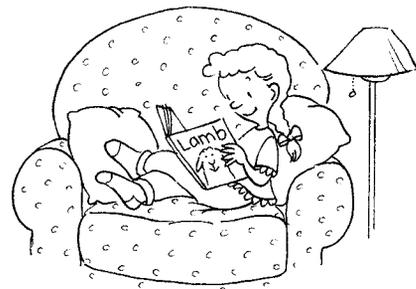
them 1–4 to identify the sequence. (Answers—top to bottom: 2, 4, 3, 1) For Part B, they should number the pictures 1–4 to show the best sequence, and then use that sequence to write a sentence for each event. (They can use another sheet of paper to write their sentences, if needed.) Encourage students to use their own words and ideas. (Answers—2, 4, 1, 3)

- Maria went to the library.
- She chose a book that looked good.
- She checked it out at the desk.
- Maria sat in a big chair and read her book.

Review Invite volunteers to read their sentences from Part B to the class. Have listeners use these criteria to assess other students work:

- ✓ Identified sequence of events for a narrative
- ✓ Wrote sentences in order

Independent Practice Use the On Your Own activity (page 46) as homework or review. Encourage students to use what they learned in the lesson to complete the page. (Answers—Part A: 1. 2, 4, 3, 1; 2. 2, 3, 4, 1; Part B: 3, 2, 4, 1)



In Order

The pictures tell a story in order.



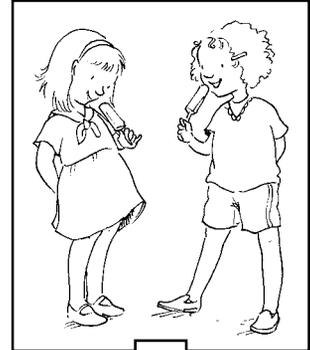
1



2



3



4

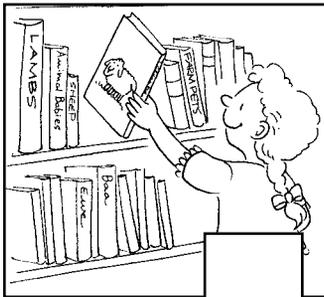
A. Number the sentences 1 to 4 to show the best order.

_____ Mr. Silva went to the store. _____ Mr. Silva filled his cart.

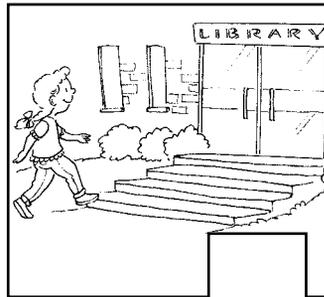
_____ Mr. Silva paid at the counter. _____ Mr. Silva made a list.

B. Number the pictures 1 to 4 to show the best order.

Then, write a sentence for each picture, starting with number 1.









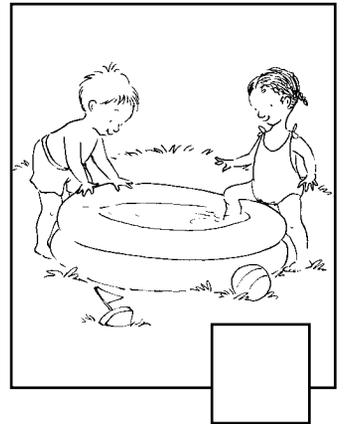
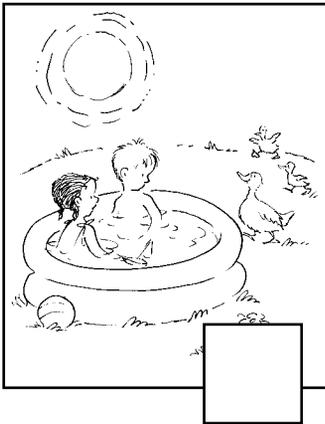
On Your Own

A. Number each set of sentences 1 to 4 to show the best order.

- | | |
|-----------------------------------|--------------------------------------|
| ① _____ Troy got a sponge. | ② _____ Dad bought some popcorn. |
| _____ Troy poured some more milk. | _____ Dad and Jen found seats. |
| _____ Troy cleaned up the milk. | _____ Dad and Jen watched the movie. |
| _____ Troy spilled his milk. | _____ Dad paid for the tickets. |

B. Number the pictures 1 to 4 to show the best order.

Then, write a sentence for each picture, starting with number 1.



Student Assessment Checklist

Opinion Writing

1. Introduced the topic.
2. Focused on the writing purpose.
3. Stated an opinion.
4. Gave reasons to support the opinion.
5. Wrote sentences that include reasons for the opinion.
6. Connected the reasons and opinion with linking words.
7. Added a concluding sentence.
8. Wrote a paragraph that offers an opinion.

**More Things
to Check**

- Capitalized proper nouns.
- Capitalized the first word of sentences.
- Used correct punctuation.
- Spelled words correctly.
- Followed correct paragraph form.