Second Grade Unit: Strengthening Narrative Writing Through Revision

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Standards:

RL.2.3
Describe how characters in a story respond to ~~major events~~ and challenges.

RL.2.5
Describe the overall structure, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.9
Compare and contrast two or more versions of the same story (e.g., Conderella stories) by different authors or from different cultures.

W.2.3
Write narritives 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.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising ~~and editing~~.

Unit Focus:
Students will strengthen their writing through focused revisions

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Tool:
Writing interesting leads

Mentor Text(s):
Loewen, N. (2009). *Once upon a time: writing your own fairy tale* . Minneapolis: Picture Window Books.
Scieszka, J., & Smith, L. (1989). *The true story of the 3 little pigs: by A. Wolf*

I Can Statement:
I can use mentor texts to notice and name how authors introduce the beginning of the story, (RL.2.5) and create interesting leads to hook the reader of my story (W.2.5).

Tool:
Using temporal words

Mentor Text(s):
Loewen, N. (2009). *Once upon a time: writing your own fairy tale* . Minneapolis: Picture Window Books.
Louie, A. (1982). *Yen shen: a cinderella story from china* . New York: Puffin Books.

I Can Statement:
I can use juicy temporal words to move my readers through the events in my story (W.2.3).

Before this unit:

Standards:

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.2.3 Write naritives 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.

Summary:

Prior to this unit, students have read and compared and contrasted different versions of the same fairy tales (either written by different authors or from different cultures). During readings, the students discussed how the characters responded to different events and challenges in the plot. Students also outlined the overall structure of stories, including describing the introductory purpose of the beginning of the story and how the ending concludes the action of the story. Students then wrote their own version of a fairy tale of their choice. In preveous units, students have been taught to use descriptive language in their writing to give their reader mind pictures.

After this unit:

Standards:

RL.2.5 Describe ~~the overall structure, including describing~~ how ~~the beginning introduces the story and~~ the ending concludes the action.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Summary:

After the unit, students will revise the conclusion of their story, edit, illustrate, and publish their piece of writing. They will publish their story either by sharing it at a read-aloud event or in class. The stories will then be bound and made into a classroom book for the library.

Mentor Text (after the unit):

Palantini, M. (1995). *Piggy pie*. Boston: Houghton Mifflin Company.

Mentor Text (before the unit) / Browsing Box Mentor Texts:

Climo S. (1992). *The Egyptian cinderella.* New York: HarperCollins.

Climo S. (1996). *The Irish cinderlad.* New York: HarperCollins.

Kellogg S.(1997) *The three little pigs* New York: HarperCollins.

Pinkney J. (2007). *Little red riding hood*. U.K. Little, Brown Books for Young Readers.

Speed Shaskan T. (2011). *Honestly, red riding hood was rotten! The story of little red riding*

hood as told by the wolf (other side of the story). Minnesota: Capstone Publisher.

Wiesner D.(2001). *The three pigs.* New York: Clarion Books.

Young E. (1989)*. Lon Po Po: A red-riding hood from China*. New York: Philomel Books.

Unit Title: Strengthening Narrative Writing through Revising
Designers: Lynn Brubaker and Chelsea Marshall
Approximate Timeline: 2 weeks

Before This Unit:
Standards:

>**RL.2.3** Describe how characters in a story respond to major events and challenges.
>
>**RL.2.5** Describe the overall structure, including describing how the beginning introduces the story and the ending concludes the action.
>
>**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
>
>**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.

Summary:
Prior to this unit, students have read and compared and contrasted different versions of the same fairy tales (either written by different authors or from different cultures). During readings, the students discussed how the characters responded to different events and challenges in the plot. Students also outlined the overall structure of stories, including describing the introductory purpose of the beginning of the story and how the ending concludes the action of the story. Students then wrote their own version of a fairy tale of their choice. In previous units, students have been taught to use descriptive language in their writing to give their reader mind pictures.

Overview of This Unit:
The goal of this unit is to strengthen students' writing through focused revisions. Students will utilize the following tools to further develop their author's craft: Students will strengthen their writing through focused revisions
- Hook the reader with an interesting lead.
- Use juicy temporal words to move the reader through the story's events.

Essential Questions to Guide Instruction:
- What is the purpose of the beginning of the story? How can I make the introduction interesting and important for my story?
- How can I hook my reader in my first sentence or paragraph to make them interested in my story?
- How do authors help the readers understand time in their stories? Why is this important?

- Notice how authors use juicy temporal words to move their reader through the story. How can we revise our stories, using temporal words, to help our readers better understand the plot of our stories?
- How is showing a reader something different than telling the reader?
- What do we notice about how the author sets up a problem or problem resolution within the plot of the fairy tale?
- What techniques do authors use to communicate the problem and resolution in the story by showing the reader instead of telling him/her?
- How do authors explode moments in their stories to create excitement for the reader? Does my story do this? What do I need to add to a scene in my story to make the moment explode?
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After This Unit:

Standards:

RL.2.3 Describe how characters in a story respond to ~~major events~~ and challenges.

RL.2.5 Describe ~~the overall structure, including describing how the beginning introduces the story and~~ the ending concludes the action.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Summary:

After the unit, students will learn to explode moments in the plot (like the problem/resolution), revise the conclusion of their story, edit, illustrate, and publish their piece of writing. They will publish their story either by sharing their fairy tale with a small group of younger students.

Dates	CCSS Objectives: I CAN	Evidence of Student Learning	Instruction & Materials
	What are the enduring understandings that students will construct? *What are the tools they will add to or use from their tool belts as readers/writers and critical thinkers? What are the essential questions that will guide our work?*	*How will I know students have constructed understanding? What will students write, say, create, produce that will evidence their learning and allow me to provide feedback? How will students reflect on their own learning?*	*How will I use the I/We/You model of instruction to scaffold students in using new tools in their tool belts as readers/writers? How will I use the I/We/You model to help students constructing rich understandings of new concepts? How will I break the unit down into weeks and days? What materials and resources will I use to scaffold this?*

Week 1

RL.2.5 Describe the overall structure, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Mon.	(RL.2.9.) I can compare how different authors introduce the same fairy tale and notice how authors use the beginning of the story to introduce the story and hook the reader ~~and the ending concludes the action.~~	The students will demonstrate understanding of the purpose of the beginning of the story and how authors "hook" their readers by participating in the class discussion, and/or contributing to the anchor chart. They will compare how different authors begin the same fairy tale and notice and name ways to hook the reader.	**I:** The teacher will review the purpose of the beginning of a story. Discuss what makes a good beginning and a poor beginning. **I:** Teacher will read mentor text to compare different beginning to the same fairy tale and see how authors hook their readers with the beginning not simply just introduce their story. **We:** As a class we will read the story again stopping to notice and name how the authors hook their readers. **We:** As a class we will make an anchor chart.
Tues.	(RL.2.5.) I can use mentor text and notice how authors use the beginning of the story to introduce the story and hook the reader ~~and the ending concludes the action.~~	The students will demonstrate an understanding of techniques used to hook the reader and participate in the class discussion and/ or make additional contributions to the anchor chart. Students will notice and name techniques authors use to hook their reader, or explain why the author's beginning does not hook the reader.	**I:** The teacher will read examples of good beginnings of stories and poor beginnings to the class asking them to think about which beginning hooks them and why. **We:** Discuss which beginning caught their attention as a reader and why. Add to anchor chart. **You:** In partners students will read the beginnings of old student fairy tales. Students will use these fairy tales to notice and name which beginnings hook the reader and what technique the author uses, as well as, which do not and why.

Wed.	(RL.2.5) I can use mentor texts to notice and name how authors introduce the beginning of the story, and revise my story to create interesting leads to hook the reader of my story	With peers, students will use the anchor chart to strengthen example story beginnings through revising the writing to hook the reader.	**I:** Teacher will model how to revise the beginning of his/her story to hook the reader using. She/he will model thinking aloud, re-reading, and using techniques outlined on the anchor chart(s) to strengthen his/her writing. **We**: Students will practice making revisions with teacher guidance to revise example story beginnings. **You:** Together, students will work with peers to revise example pieces and ask some students to share out their revisions with the class.
Thurs.	(RL.2.5) I can ~~use mentor texts to notice and name how authors introduce the beginning of the story, and~~ revise my story to create interesting leads to hook the reader of my story	Students will assess how they can revise their story's beginning to attract the reader's attention with an interesting lead (shock, questions, sound word(s), etc.). They will begin making these revisions, with support from their peers, in reference to the anchor chart(s) about hooking the reader.	**You:** Students, with peers and individually, will revise the beginning of their stories to attract the reader using techniques identified earlier in the week and listed on the anchor chart (shock, questions, sound word(s), etc.) **We:** Students will then share out with the class for additional thoughts, support, and suggestions.
Fri.	(W.2.5) I can ~~use mentor texts to notice and name how authors introduce the beginning of the story, and~~ revise my story to create interesting leads to hook the reader of my story.	Students will revise their story's beginning to attract the reader's attention with an interesting lead (shock, questions, sound word(s), etc.).	**You:** Students will continue to individually revise their stories and conference with the teacher about their revisions.

Week 2

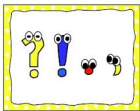W.2.3 Write narratives in which they ~~recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,~~ use temporal words to signal event order, ~~and provide a sense of closure.~~

Mon.	(W.2.3) I can use temporal words to clearly show the order of events in my writing.	The students will come together as a class to re-read mentor text, in order to compare ways authors use temporal words to show transitions and order of events within the story.	**I:** Teacher will review the purpose of temporal words within a story. **We:** Teacher and students will discuss why temporal words are important to our writing and order of events. **I:** Teacher will read mentor text to see how authors use temporal words. **We:** During the reading, Teacher and students will notice and name temporal words and create an anchor chart.
Tue.	(W2.3) I can use temporal words to clearly show the order of events in my writing.	The student will notice and name temporal words, clear sequences of events and ways to revise their writing with the use of the anchor chart list.	**We:** Teacher and students will compare two writings one considered to contain "juicy" temporal words- words that demonstrate a clear order of events in an interesting way. The next piece of writing consists of a lack of temporal words, hence the sequence of events are unclear. **We:** Teacher and students will discuss which writing gave a better understanding of events. Why? **We:** Teacher and students will add to the anchor chart a list of "juicy" and "bland" temporal words.
Wed.	(W.2.3) I can revise my writing using temporal words with the guidance of the anchor chart.	Students will identify temporal words or the absence of temporal words in their fairy tale.	**We:** The teacher, with the help of the students, will model revisions of temporal words to move the reader through the story and with the use of the anchor chat.

Thurs.	(W.2.3) I can review my writing and identify temporal words and sequence events in a logical order for a clear understanding.	The students will review their story with a peer, and assess the sequence of events. They will evaluate each story to fine "juicy", "bland" or the absence of temporal words with the guidance of the anchor chart.	**You:** Students, working with peers or individually, will analyze their stories, identifying "juicy," "bland," or a lack of temporal words within their writing. **You:** They will then revise their stories to incorporate more "juicy" temporal words (then, the next day, later that afternoon, etc.) to demonstrate time passing in the story. **You:** Finally, students will share with class or small group their corrections for additional thoughts, support, and suggestions.
Fri.	(W.2.3) I can write and identify temporal words and sequence events in a logical order for a clear understanding in my writing.	Students will revise their stories replacing bland temporal words with juicy **t**emporal word (then, the next day, later that afternoon, etc.) to demonstrate time passing in the story and to signal events and order within their fairy tale.	**You:** Students will continue to individually revise their fairy tales. **We:** Teacher and student will conference, discussing and reviewing their revisions.

Second Grade: Strengthening Narrative Writing Editing Checklist

Name: _____ **Date:** _____

Ideas		
	Does the beginning hook, the middle engage, and the ending close story?	
	Does my use of details and descriptive language help my readers picture my story in their minds?	
Voice		
	Does my reader feel what I want them to feel as they read my fairy tale?	
Organization		
	Are my sequences of events clear and organized in the story?	
	Do I use several juicy temporal words to move my reader through the fairy tale?	
Word Choice		
	Do I use words that stay in the reader's mind?	
Fluency		
	Do I use a variety of sentence starters?	
Conventions		
	Do I spell all of the word wall words correctly?	
	Do my sentences begin with capital letters and end with punctuation?	
Presentation		
	Is my book bookstore ready?	

Second Grade: Strengthening Narrative Writing Through Revision

Name: _____ **Date:** _____

Fairy Tale Rubric	Marvelous! 3	Just about There! 2	Almost! 1
Ideas (Points Doubled) Standard W 2.3	I use rich details and descriptive language throughout my story to make my fairy tale exciting and give my reader mind pictures.	I use some details and descriptive language in my story to give my reader mind pictures.	I do not use details or descriptive language in my story to give my reader mind pictures.
Organization Standard RL 2.5	My story has a clear beginning middle and end.	My story has a beginning, middle and end but needs more details to help reader understand the order of events.	My story is confusing because I am missing either a beginning, middle, or end.
Standard W 2.3	When I read my story aloud, the order of events makes sense and the order is creative; making my story interesting.	When I read my story aloud, the order of events makes sense.	When I read my story aloud, it is confusing because my order of events does not make sense.
Standard W 2.3	I use several juicy temporal words to move my reader through the story.	I use some juicy temporal words to move my reader through the story.	I do not use any juicy temporal words.
Voice	My voice as a writer is interesting and engages my reader.	My voice as a writer is noticeable in my fairy tale through pictures and text.	My voice as a writer is unclear or missing from my fairy tale.
Word Choice Standard W 2.3	I use many juicy words that stay in my reader's mind.	I mostly use general words in my story, and some juicy words.	I do not use any juicy words.
Sentence Fluency	My sentences make sense and I use a variety of sentence starters.	Most of my sentences make sense and I use different sentence starters occasionally.	Most of my sentences do not make sense, and I do not use a variety of sentence starters.
Conventions	Conventions are used Correctly. ✓ Word wall words spelled correctly. ✓ Punctuation ✓ Capital Letters	Conventions are used correctly most of the time. o Word wall words spelled correctly. o Punctuation o Capital Letters	Conventions are not used correctly. - Word wall words spelled correctly. - Punctuation - Capital Letters
Presentation	My story is neat and bookstore ready.	My story is almost bookstore ready, but needs some work.	My story is not bookstore ready and needs a lot of work.

Additional Comments:

Score:

Unit Theme/Topic for Grade: Second Grade Writing: Hooking the Reader (A focused revision for students' fairy tales)
Lesson Title: Hooking the Reader
Time Needed for Lesson: 15 - 20 min, Week 1.
Teacher: Chelsea Marshall and Lynn Brubaker

Enduring Understandings
Students will understand how to use books they read as models for their own writing, further analyzing the author's craft to revise their writing.

Prior Knowledge Needed:
Prior to this unit, students have read and compared and contrasted different versions of the same fairy tales (either written by different authors or from different cultures). During readings, the students discussed how the characters responded to different events and challenges in the plot. Students also outlined the overall structure of stories, including describing the introductory purpose of the beginning of the story, and how the ending concludes the action of the story. Students then wrote their own version of a fairy tale of their choice. In previous units, students have been taught to use descriptive language in their writing to give their reader mind pictures. Prior to this unit, students were also taught how to use an anchor chart to make revisions.

Lesson Objectives: Knowledge Students Will Construct as They Engage in This Lesson
Students will be able to...

RL.2.5 Describe the overall structure, including describing how the beginning introduces

the story and the ending concludes the action.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen

writing as needed by revising and editing.

Assessment: Evidence of Student Understanding
Rubric: Strengthening Narrative Writing through Revisions and Editing

Higher Order Thinking (H.O.T.): Engaging Students in Constructing Deep Understanding
- What is the purpose of the beginning of the story?
- How can I make the introduction interesting and important for my story?
- What techniques can I use to hook my reader?

LESSON SEQUENCE
Introduction: "Hooking" Students, Activating Prior Knowledge, Setting Lesson Goals, etc.
To hook the students we will play the game four corners, but only with two sides of the room. The idea is to have students recognize when beginning to stories hook them as a reader, and beginnings do not leave them wanting to read more. The teacher will read three beginnings to any story (these are not the mentor texts for the lesson but can be from the browsing box). He/She will then tell the students to stand in a line in the middle of the floor. If what the teacher reads leaves them wanting to find out more they are to swim to the "hooks" side of the room. If the beginning of the story lost them as a reader they are swim to the other side of the room indicating the author lost them as a reader. Having a plastic fishing pole can also visually enhance the idea of hooking a reader. Explain to the students that the beginning of the story is like bait when fishing, if it isn't juicy and colorful you are never going to catch any fish. The teacher will then transition into reading and analyzing why different author's work hooks, or loses the students as readers.
Instructional Moves: Engaging Students in ACTIVELY Constructing Deep Understanding
The teacher will read examples of good beginnings of stories and poor beginnings to the class asking them to think about which beginning hooks them and why. The teacher will lead the students in a discussion asking students to examine what technique the author used to hook them as a reader. The teacher will ask the students what other techniques authors can use to hook their reader, and their answers will be added to the anchor chart.

Closure: Engaging Students in *NAMING IT* So They Can *CLAIM IT*
In partners, students will read the beginnings of prior student fairy tales. Students will use these fairy tales to notice and name which beginnings hook the reader and what technique the author uses, as well as, which do not and why.

Meeting the Needs of Diverse Learners: Intentional Choices You Made in Planning
To support English language learners, I will use mentor text in the student's native language to demonstrate the idea of hooking a reader with the beginning of the story. I will find several mentor texts to showcase various techniques used to hook readers, such as shock, questions, sound word(s), etc. Then students can practice verbally making up leads that would hook a reader and boring leads with a partner. Students may also practice verbally in their native language to reinforce understanding how language can be used to hook the reader. Then students can practice writing beginnings to various plots that will hook their reader individually or with a peer.
Meeting the Needs of Exceptional Learners: Possibilities for Accommodations & Modifications

In addition to supporting comprehension by reading and discussing the mentor text as a class t, hooking a reader through an illustration can be both a challenge for gifted students and an accommodation for students that have difficulty with reading and writing.

Materials/Resources Needed: Planning Ahead So You Can Be Fully Engaged with Students

Large Post It Paper for anchor charts

Paper

Markers

Pencils

Writing Journals

Three story beginnings

Plastic fishing pole

Mentor Text(s):

Loewen, N. (2009). *Once upon a time: writing your own fairy tale* . Minneapolis: PictureWindow Books.

Scieszka, J., & Smith, L. (1989). *The true story of the 3 little pigs: by A. Wolf*. New York: Viking Penguin.

Unit Theme/Topic for Grade: Second Grade Writing: Sequence of events using juicy temporal words. (A focused revision for students' fairy tales)
Lesson Title: Sequence of events using juicy temporal words.

Time Needed for Lesson: 15-20 min, Week 2
Teacher: Chelsea Marshall and Lynn Brubaker

Enduring Understandings
Students will notice and name temporal words, clear sequences of events, and ways to revise their writing with the use of the anchor chart list.

Prior Knowledge Needed
Prior to this unit, Students were taught how to use an anchor chart to make revisions.

Lesson Objectives: Knowledge Students Will Construct as They Engage in This Lesson
Students will be able to…
    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~~.

Assessment: Evidence of Student Understanding
Rubric: Strengthening Narrative Writing through Revisions and Editing

Higher Order Thinking (H.O.T.): Engaging Students in Constructing Deep Understanding
Notice how authors use juicy temporal words to move their reader through the story.
   • How can we revise our stories, using temporal words, to help our readers better understand the plot of our stories?
   • What are the difference between juicy and bland temporal words- and the significance for the reader?

LESSON SEQUENCE
Introduction: "Hooking" Students, Activating Prior Knowledge, Setting Lesson Goals, etc.
This lesson is a continuing lesson from the day prior; as we begin the lesson, for a review, I will ask students:
        What is the purpose of temporal words?
        Why are temporal words important in our writing?
As a class we will take time to discuss, review and create an anchor chart of temporal words, as an informal assessment, for student each students learning and understanding.

Instructional Moves: Engaging Students in ACTIVELY Constructing Deep Understanding
 We will review the prior day's lesson yesterday we;
   • Compare two writings one considered to contain "juicy" temporal words- words that demonstrate a clear order of events in an interesting way.

- The next piece of writing consists of a lack of temporal words, hence the sequence of events are unclear.
- What are the difference between juicy and bland temporal words- and the significance for the reader?
- How did the authors in our mentor text use juicy temporal words to move their reader through the story?
- Teacher and students will discuss which writing gave a better understanding of events. Why?

Closure: Engaging Students in *NAMING IT* So They Can *CLAIM IT*
Teacher and students will add to the anchor chart a list of "juicy" and "bland" temporal words.

Next Lesson:
Students will identify temporal words or the absence of temporal words in their fairy tale.

Meeting the Needs of Diverse Learners: Intentional Choices You Made in Planning
To support English language learners', I will use mentor text in the student's native language to demonstrate the use juicy and bland temporal words. As students are able to notice and name temporal words in their native language, I will transition them into recognizing the same words in English. For example we can replace the line "El proximo dia" in the mentor text with "The next day" because the use of temporal words is identical in both languages this lesson will help scaffold the students understanding.

Meeting the Needs of Exceptional Learners: Possibilities for Accommodations & Modifications
To meet the needs of students with cognitive challenges, they will be given "juicy" and "bland" temporal word sorts and sequence of events sorts to arrange in order for additional practice. The students will have either teacher or peers support during revisions and editing of their fairy tale and will be given extended time to complete their work. Additional time, support and accommodations will be given to support student success.

Materials/Resources Needed: Planning Ahead So You Can Be Fully Engaged with Students
Large Post It Paper for anchor charts
Paper
Pencils
Writing Journals
Mentor Text(s):
      Loewen, N. (2009). *Once upon a time: writing your own fairy tale* . Minneapolis: Picture
          Window Books.
      Louie, A. (1982). *Yen shen: A cinderella story from China* . New York: Puffin Books.