

ELA
Common Core
State Standards
Resource Packet



2nd Grade
Lifting the Level of Narrative Writing
Through Studying Craft
Unit 2
08/03/13

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Resource number refers to the Session in which it is first mentioned.

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Mentor Texts – Lifting the Level of Narrative Through Studying Craft

- This is a suggested list to consider when collecting possible mentor text. Please review books you have available that also meet the criteria and add to the list.
- 2nd grade Craft mentor text criteria: The author and/or mentor text selected for this unit are mere models. Both the author and books serve as vehicles to teach craft. This unit featured Jonathon London as a mentor author. Teachers may substitute both the author and/or books based on what is of interest to them, their students, and what is available in terms of resources (if a different author is chosen, modify lessons based on the work of that author).

Literature – Trade Book Suggestions		
Author	Title	Notes to Teacher
Jonathon London (core author for unit)	Dream Weaver Puddles Hurricane! When the Fireflies Came Old Salt, New Salt Froggy Gets Dressed Tell Me a Story Other books of interest to students	Main character is an animal, but 2 nd grades love the craft Biography about author's life and writing habits
Cynthia Rylant	The Great Gracie Chase Stop That Dog! The Relatives Came Other books of interest to students	Feature book to show can learn craft from other authors too
Mem Fox	Night Noises A Bedtime Story Other books of interest to students	
Rachel Isadora	Max Ben's Trumpet Other books of interest to students	
Eve Bunting	Smoky Night The Memory String Other books of interest to students	
Angela Johnson	-Check if 1 st grade used her as a feature author, if not great author to study -See Authors as Mentors by Calkins	
Donald Crews	Shortcut Night at the Fair Check if 1 st grade used him as a feature author, if not great author to study	
Julie Brinkloe	Fireflies	Feature book to show can learn craft from other authors too
Maribeth Boelts	Those Shoes	
Karen Ackerman	Song and Dance Man	
Charlotte Zolotow	The Old Dog	
Marla Frazee	Roller Coaster	
Darleen Bailey Beard	Twister	
Byrd Baylor	The Other Way to Listen	

Mentor Texts, Continued

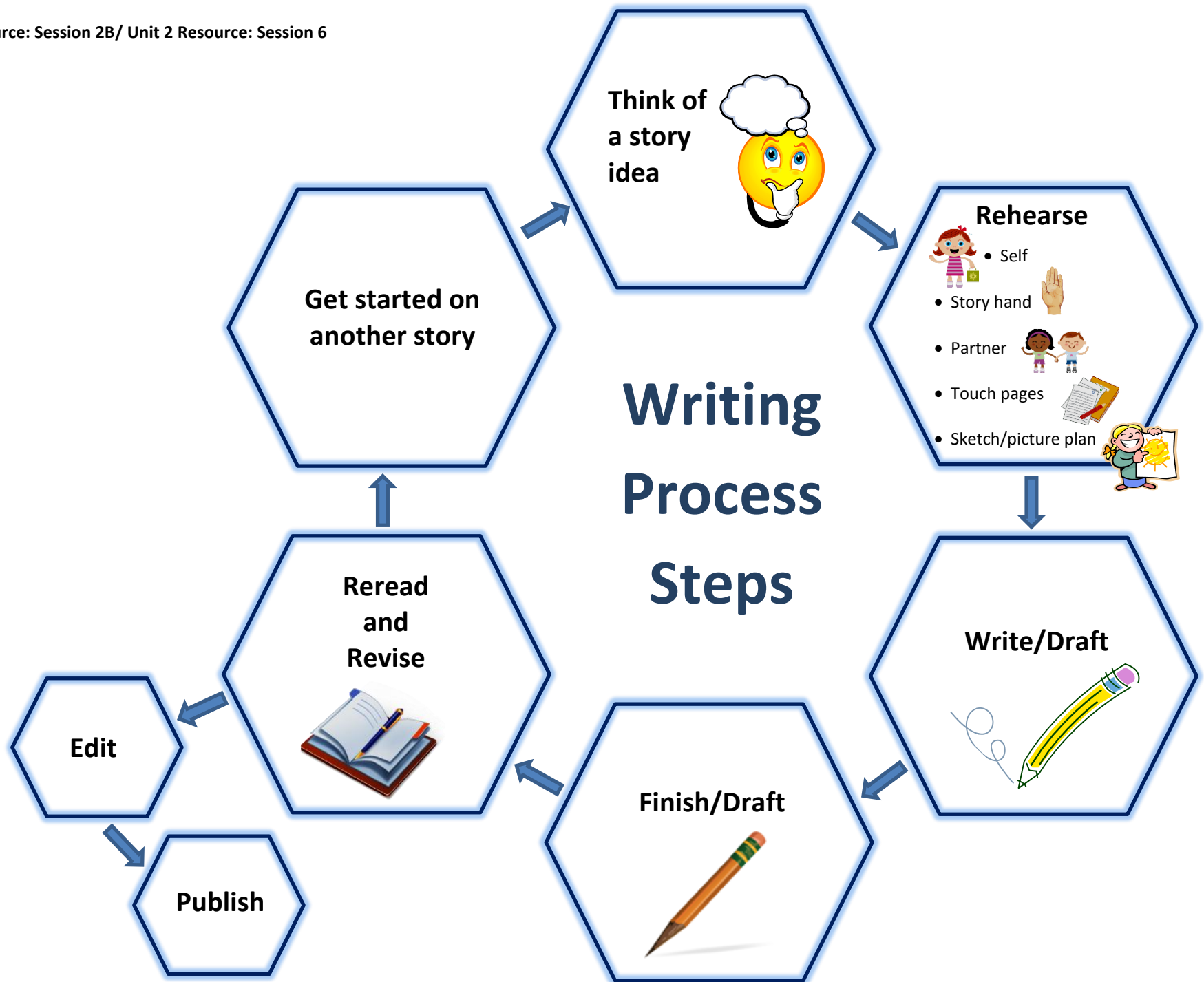
Student Authored Work		Code: SW
Author	Topic/Title	Notes to Teacher
Lucy Calkins	Authors as Mentors book	Many good examples of student work included

Teacher Authored Work		Code: TW
Author	Topic/Title	Notes to Teacher

Common Core		Code: CC
Author	Topic/Title	Notes to Teacher

Teachers College (www.readingandwritingproject.com)		Code: TC
Author	Topic/Title	Notes to Teacher
Alexandra Giles	Help!	Could be possible student mentor text
Chloe	Dazter!	Could be possible student mentor text
Julian	The First Day	Could be possible student mentor text

Websites	Code: WWW



CRAFT CHART OF NOTICINGS

Book: _____ Author: _____

Notice	Why?	Name It	Connections	Try It
--------	------	---------	-------------	--------

<i>POSSIBLE FOCUS LESSON FORMAT FOR TEACHING A CRAFTING TECHNIQUE</i>

- | | |
|-------------|--|
| 1. SHOW | Show an example of a crafting technique. |
| 2. EXPLAIN | Explain why the writer might have chosen to craft in this way. |
| 3. NAME | Give the craft a name. |
| 4. CONNECT | Show other examples of the crafting techniques in other texts.
(books, poems, student or teacher projects, etc.) |
| 5. ENVISION | Envision this crafting technique by thinking aloud how it might
work in student writing. Also, called Write-in-the-Air. |
| 6. INFORM | “If anyone tries this, be sure to let me know.”
* * * * |
| TRY IT | At times have students try the crafting technique with a
sample text. |
| RECORD | Students may write an example/explanation of the crafting
technique in their notebooks. |

Adapted from: Ray, Katie Wood. 1999. Wondrous Words: Writers and writing in the elementary classroom. Urbana: NCTE.

Book: <i>Shortcut</i> by, Donald Crews	
Page Number	Excerpt from text
12	<ul style="list-style-type: none"> • “I HEAR A TRAIN!”
15	<ul style="list-style-type: none"> • “Back to the cut-off!”
16	<ul style="list-style-type: none"> • “THE TRAIN! THE TRAIN!” • “GET OFF! GET OFF!” • “GET OFF THE TRACKS!”

Book: <i>Fireflies</i> by, Julie Brinckloe	
Page Number	Excerpt from text
7	<ul style="list-style-type: none"> • <i>Fireflies!</i>
13	<ul style="list-style-type: none"> • “Fireflies!”
14	<ul style="list-style-type: none"> • <i>Fireflies!</i>
15	<ul style="list-style-type: none"> • “Catch them, catch them!” we cried grasping at the lights.
16	<ul style="list-style-type: none"> • “I caught one!”
17	<ul style="list-style-type: none"> • “I can catch hundreds!”
29	<ul style="list-style-type: none"> • “Fly!”
31	<ul style="list-style-type: none"> • <i>Fireflies!</i>

Book: <i>Song and Dance Man</i> by, Karen Ackerman	
Page Number	Excerpt from text
6	<ul style="list-style-type: none"> • “Supper in an hour!” Grandma calls from the kitchen.
13	<ul style="list-style-type: none"> • “Yay, Grandpa!”
16	<ul style="list-style-type: none"> • He says, “Watch this!” and does a new step that sounds like a woodpecker tapping on a tree.
19	<ul style="list-style-type: none"> • “One scoop of ice cream, two squirts of soda, and three scoops of elephant!”
21	<ul style="list-style-type: none"> • “Drink slow and hold your breath,” he says, “or I’ll have to scare you!”
26	<ul style="list-style-type: none"> • “Hurray!” and “More!” but Grandpa only smiles and shakes his head, all out of breath.

Book: Those Shoes by, Maribeth Boelts	
Page Number	Excerpt from text
17	<ul style="list-style-type: none"> “How exciting! Grandma says.
25	<ul style="list-style-type: none"> “I’m not going to do it!” I say.
Book: Puddles by, Jonathan London	
Page Number	Excerpt from text
4	<ul style="list-style-type: none"> Ka-BOOM!
7	<ul style="list-style-type: none"> “Watch out for puddles!” Mama hollers. “Don’t get wet!”
8	<ul style="list-style-type: none"> Look – the sparkle of a million suns in a million drops!
13	<ul style="list-style-type: none"> Puddles! Big ones, little ones, long ones, skinny ones – pieces of sky on the ground. It’s time to puddle-jump! Splash splash splash!
20	<ul style="list-style-type: none"> At the pond, it’s time for the frogs to play! And we want to play with them. Leap frog, leap! Leap frog, leap! Hop, flop – plop!
22	<ul style="list-style-type: none"> Birds flap From the trees And we think the trees Are applauding! We bow, then say. “Bye frogs!” And turn toward home.
25	<ul style="list-style-type: none"> Puddles! Big ones, little ones, long ones, skinny ones – pieces of sky on the ground. It’s time to puddle-jump again! We can hit every puddle from the pond to the meadow - splash splash splash!
28	<ul style="list-style-type: none"> “We’re home!” “You’re wet!’ Mama howls.
32	<ul style="list-style-type: none"> to puddle-jump – splash splash splash!

Unit 2 Resource: Session 12 – Exclamation Points

Book: The Great Gracie Chase Stop that Dog! by, Cynthia Rylant	
Page Number	Excerpt from text
6	<ul style="list-style-type: none"> So, when they arrived one day to paint Gracie’s kitchen, she did not like it! Here they came in a big, noisy truck!
9	<ul style="list-style-type: none"> There they were at the door with their clanging ladders and big-person voices! There they were dragging chairs across Gracie’s quiet kitchen floor!
11	<ul style="list-style-type: none"> <i>Gracie</i> was put outside!
13	<ul style="list-style-type: none"> And she did not like it <i>one</i> bit! Gracie decided to take a walk – ALL BY HERSELF! Gracie was supposed to be a good dog and never go through that gate by herself. But she did!
15	<ul style="list-style-type: none"> <i>“THERE’S GRACIE!”</i> Gracie started to run!
16	<ul style="list-style-type: none"> Gracie did not know why she was running except that suddenly everybody in the world was trying to catch her! And she did not want to be caught!
22	<ul style="list-style-type: none"> The chase got bigger. “Stop that dog!” everybody cried, which only made Gracie run faster. And soon the whole town was watching (or running in) the Great Gracie Chase!
25	<ul style="list-style-type: none"> But she couldn’t stop running now! Everyone wanted to catch her!
27	<ul style="list-style-type: none"> And one by one by one, all the people had to stop BECAUSE THEY COULD NOT KEEP UP WITH GRACIE!
31	<ul style="list-style-type: none"> So that silly little dog turned around and walked back home ALL BY HERSELF!
32	<ul style="list-style-type: none"> That silly little dog!

Unit 2 Resource: Session 13 – Simile Examples

Book: Dream Weaver by Jonathon London	
Page Number	Excerpt from text
7	A sudden wind, and the trees hum, the branches creek, and yellow spider's web shimmers, like wind across a pond.
22	Yellow spider glows like the evening star, gleaming over the sea beside the crescent moon.
26	In your window the evening star hangs like yellow spider on her invisible web.

Book: Fireflies by Julie Brinckloe	
Page Number	Excerpt from text
17	The jar glowed like moonlight and I held it in my hands.
18-19	Then we dashed about, waving our hands in the air like nets, catching two, ten-hundreds of fireflies, thrusting them into jars, waving our hands for more.
24	They blinked off and on, and the jar glowed like moonlight.
26	The light in the jar turned yellow, like a flashlight left on too long.
27	And the light grew dimmer, green, like moonlight under water.
31	Blinking on, blink off, dipping low, soaring high about my head, making circles around the moon, like stars dancing.

Book: Old Salt, Young Salt by Jonathan London	
Page Number	Excerpt from text
10	It was as big as a school bus.
14	It sounded like the drone of the motor.
21	The fish was as long as my arm.
23	He pointed toward the tall cliffs, which looked as thin as a pencil in the distance.

Book: Puddles by Jonathon London	
Page Number	Excerpt from text
6	In the morning it does---like a curtain rising on a shiny new day, a day of brightness and blue.
16	We kneel and watch worms squirm and stretch and leave tiny trails in the muck like sloppy writing—they're learning the ABCs of weather, of rain and sun and mud.

Unit 2 Resource: Session 13 – Simile Examples

Book: Song and Dance Man by Karen Ackerman	
Page Number	Excerpt from text
12	He tucks small, white pads inside the shoes so his corns won't 'rub, and he turns on the lamps and aims each one down like a spotlight.
14	His feet move slowly at first, while his tap shoes make soft, slippery sounds like rain on a tin roof.
16	He says, "Watch this!" and does a new step that sounds like a woodpecker tapping on a tree.

Book: Twister by Darleen Bailey Beard	
Page Number	Excerpt from text
	Out we run, like the little rabbit.
9	Far away, the sky looks green, like Mama's guacamole.
30	Hailstones sparkle like glittering diamonds and crunch under our shoes.

Name _____ Date _____ # _____

Unit 2: Lifting the Level of Narrative Writing – Editing Checklist

Title _____

I checked that....		My partner checked that...
	I have my name on my paper.	
	I have spacing between my words.	
	I capitalized the beginning of my sentences.	
	I capitalized proper nouns (names of people, places, product names, dates, holidays, and geographic names).	
	I used ending punctuation correctly and for meaning.	
	I correctly spelled word wall words and looked in my personal dictionary.	

[illegible]

2nd Grade–Lifting the Level of Narrative Writing Studying Craft Proficiency Checklist

Name: _____ Date: _____

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package for additional information.

What are this writer's strengths?	What are the next teaching points for this writer?

Approaching Proficiency with Lifting the Level of Narrative Writing Studying Craft

- ☐ Does not yet meet requirements for Proficient

Proficient (Meets Standards)with Lifting the Level of Narrative Writing Studying Craft

Inquiry-based unit with observable expectations (not always clearly evident in written work). This unit builds on the work of Unit 1.

Proficient students must meet all bold and 5 of 7 un-bolded proficient criteria

- ☐ (T) Heart of the Message is evident (Unit 1)
- ☐ (T) **Narrow, focused “Zoomed” Small Moment about a strong feeling (Unit 1)**
- ☐ (T) **Catchy Lead (Unit 1)**
- ☐ (T) **Strong Ending (Unit 1)**
- ☐ (T) **Evidence of Show, not Tell (Unit 1)**
- ☐ (T/P) **Adds details (thoughts, feelings, actions, dialogue, setting) (Unit 1)**
- ☐ (T) Consistently shows evidence of rehearsal of **ALL** steps for how to write a story (think, picture, say, sketch, write) (Session 6, 7, 8)
- ☐ (T) Shows evidence in Writer's or Tiny Topic Note Book of Watermelon vs. Seed idea (Session 5,6)
- ☐ (T) Uses story teller voice to write story (Active voice) (Unit 1 and Session 10)
- ☐ (P) Demonstrates knowledge of workshop routines (productive entire workshop, partnerships, etc. (Emphasis on partnerships) (Unit 1 and Session 6, 7, 8, 9, 16, 17, 18, 19)
- ☐ (T) **Evidence of craft in multiple narratives from mentor authors: such as repeated lines (9, 11), effective dialogue (10), simile (13), punctuation as craft (12), adjectives & adverbs(14), variety of sentence structure(15) (Highlight craft used by student)**
- ☐ (P) Creates an “About the Author” Blurb (Session 20)
- ☐ (P) Edits using editing checklist (Session 17, 18, 19)

See page 26 of the ELA CCSS document for all 2nd Grade Language Standards

Exceeding Proficiency with Lifting the Level of Narrative Writing Studying Craft

Students must meet all the Proficient and Exceeding Proficiency criteria

- ☐ (T) **Writes 3 to 4 small moment stories a week, across 5-7 pages (Unit 1, Session 7)**
- ☐ (P) **Evidence of rereading and revision of multiple pieces (Sessions 9-15)**
- ☐ (P) Effectively uses editing checklist (Session 17, 18, 19)

T-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution of Writing
L-Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok, Grand Blanc Schools. (Updated July 2013)

Each lesson has a share component. Modify based on students' needs. The following are other share options.

Some Possibilities for Purposeful Use of the Share Time

Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/ or clarify the teaching point	<ul style="list-style-type: none"> • Share an exemplar model (student or teacher) • Share a student who had difficulty and the way in which he/ she solved the problem • Share the story of a conference from the independent work time • Provide another opportunity for active engagement • Provide a prompt to initiate student conversation, "Turn and tell your partner..."
Problem Solving	To build community and solve a problem	
Review	<ul style="list-style-type: none"> • To recall previous strategies / prior learning • To build repertoire of strategies • To contextualize learning 	Pose a "review" question to the class: "Today we learned one revision strategy. What other revision strategies do you use?" These strategies may be listed on a chart.
Looking Ahead to Tomorrow	Introduce a new teaching point – set-up for the next mini-lesson	
Celebratory	<ul style="list-style-type: none"> • Celebration of learning • Boost student morale • Promote membership in the "literacy club" 	<ul style="list-style-type: none"> • Share the work of 2-3 students • Provide an opportunity for a whole class share: "You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done."

Source: Teachers College Reading and Writing Project

Name _____ Date _____

Student Reflection - Craft

What are you most proud of in this unit?

Which crafting techniques did you like best?

What did you learn about Reading Like a Writer and craft?

Did you like this unit of study? Why or why not?

Name some goals for you as a writer that you will try in the next unit of study.

Based on Stephanie Parsons (2007). *Second Grade Writers*. Portsmouth, NH: Heineman