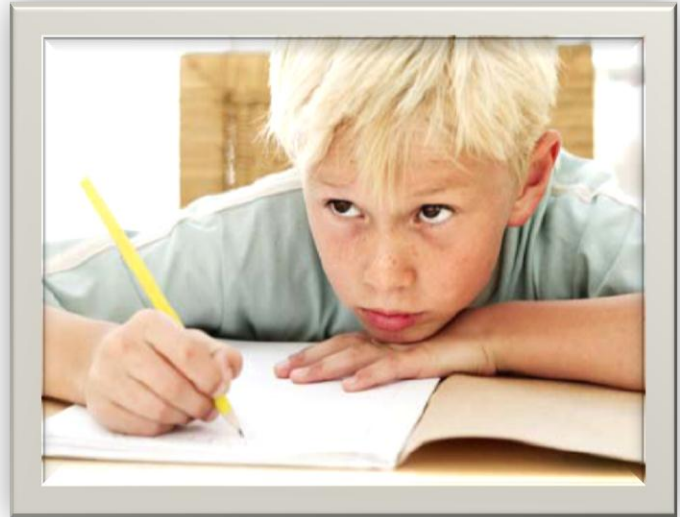


ELA
Common Core
State Standards
Resource Materials
Packet



2nd Grade
Realistic Fiction
Unit #6
08/03/13

Writing Unit of Study

2nd Grade – Realistic Fiction, Unit 6

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Mentor Texts – Realistic Fiction

Criteria:

- 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 Realistic Fiction criteria: 1) Short text, 2) Readable with teacher assistance, 3) Character close in age to 2nd graders (most of them), 4) Problem is close to the start of the book, 5) Problem is simple, clear – one students can relate to, 6) Easily identifiable plot line – events easy to identify & list, 7) Problem is resolved and book ends quickly, 8) Details included (👉), 9) Problem in story may be a possible story idea, 10) High interest level, 11) Craft evident, and 12) written in 3rd person.

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
Amazing Grace	Mary Hoffman	
Amalia and the Grasshopper	Jerry Tello	
The Dot	Peter Reynolds	
First Day Jitters	Julie Danneberg	
Gooney Bird Greene - read aloud	Lois Lowry	
Henry and Mudge and the Long Weekend	Cynthia Rylant	
Henry and Mudge and the Sneaky Crackers	Cynthia Rylant	
Jake's 100th Day of School	Lester L. Laminack	
Jamaica and Brianna	Juanita Havill	
Jamaica and the Substitute Teacher	Juanita Havill	
Jeremiah Learns to Read	Jo Ellen Bogart	
Let's Get a Pup! Said Kate	Bob Graham	
Lilly's Chocolate Heart - series	Kevin Henkes	
Oliver Button is a Sissy	Tomie dePaola	
Squashed in the Middle (out of print)	Elizabeth Winthrop	
Stand Tall, Mary Lou Mellon	Patty Lovell	
The Ticky Tacky Doll	Cynthia Rylant	
What Kind of Babysitter is This?	Dolores Johnson	
When Sophie Gets Angry -- Really, Really, Angry...	Molly Bang	
Little Bill: The Treasure Hunt (First Person)	Bill Cosby	
William's Doll	Charlotte Zolotow	
The Corner Kids: The New Kid (series)	Larry Dane Brimner	
The Teddy Bear	David McPhail	
Sam	Ann Herbert Scott	
Bullies Never Win	Margery Cuyler	
Smoky Nights	Eve Bunting	
The Best Story	Eileen Spinelli	
Grace for President	Kelly DiPucchio	
My Tooth is Loose	Martin Silverman	

Mentor Texts, Continued

Student Authored Work		Code: SW
Author	Topic/Title	Notes to Teacher

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

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

Teachers College www.readingandwritingproject.com (Teacher's College)		Code: TC
Topic/Title	Author	Notes to Teacher
Play Jump-Rope in the School	Anny	
Lost Spotty	Cay	
Ralphie Wants Pokemon	Fahad	
No Valentines for Natalie	Sophia	
Natalie's Bike Rideing Problem	Tamar	
Delores and the Swings	Tamar 2	

Websites	Code: WWW



Rehearsal Options

- Oral

A. Self



B. Partner

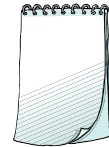
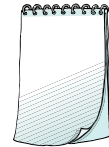
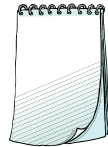


C. Story Hand



D. Story Across Pages

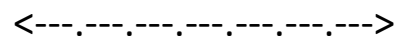
--Touch pages



- Sketch



- Story Planner or timeline



- GO! Map or Story Planner



Character Chart

My Character _____ My Name _____

Drawing		Character Traits	Family/Friends	Problems 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Likes	Dislikes	Physical Description		

Character Chart

My Character _____ My Name _____

Drawing Of Your Character	Likes	Character Traits That Describe Your Character 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Physical Description
	Dislikes	Character Problems	

Character Chart

My Character: _____ My Name: _____

Character Sketch	Physical Description	Personality
Likes	Dislikes	Family/Friends
Wants	Problems	Solution

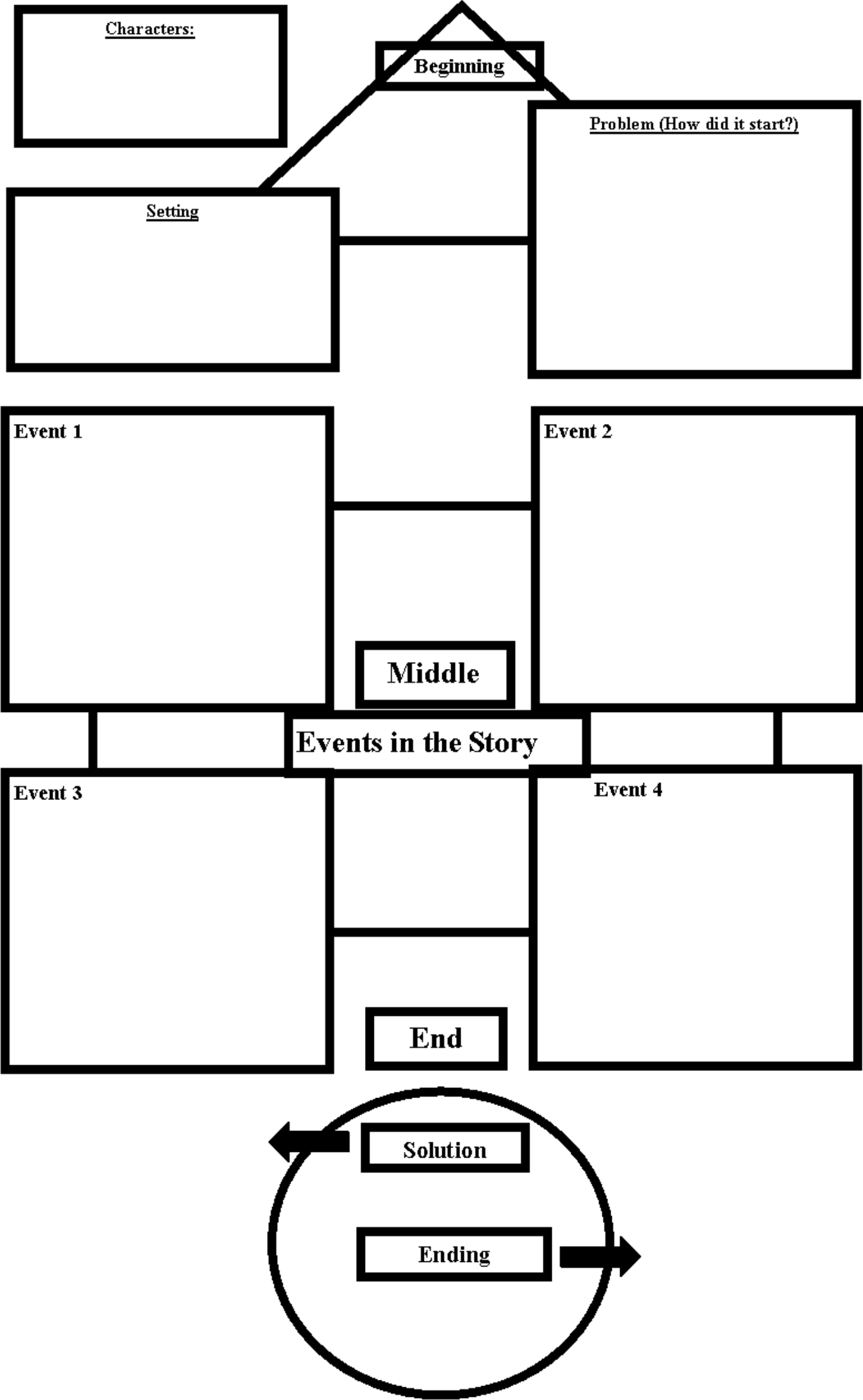
Character Traits

(Personality or Internal Attributes)

adventurous	fun-loving	mischievous
ambitious	funny	neat
athletic	generous	proud
bossy	gentle	quiet
brave	happy	resourceful
busy	hard-working	respectful
calm	helpful	responsible
caring	honest	rude
cheerful	humorous	sad
conceited	imaginative	self-confident
cooperative	independent	selfish
courageous	intelligent	serious
creative	inventive	shy
curious	joyful	stubborn
daring	lazy	studious
demanding	leader	successful
determined	lovable	thoughtful
disagreeable	loving	timid
dreamer	loyal	unselfish
energetic	mean	wild
expert	messy	witty
fighter		
friendly		

Modified GO! Map

Name _____



Name _____

Story Planner

A rectangular box with a folded bottom-right corner, representing a story event.

Event 2

What happened after that?

A rectangular box with a folded bottom-right corner, representing a story event.

Event 3

Then, what happened?

A rectangular box with a folded bottom-right corner, representing the introduction of a story.

Introduction

A rectangular box with a folded bottom-right corner, representing the problem of a story.

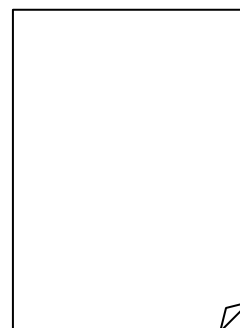
Problem

How did it start?

A rectangular box with a folded bottom-right corner, representing the first event of a story.

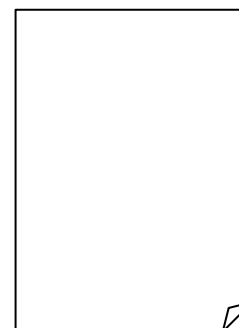
Event 1

What happened next?

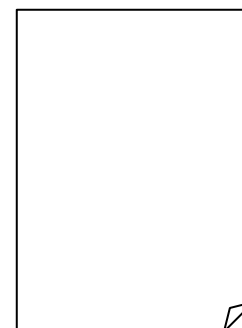
A rectangular box with a folded bottom-right corner, representing the fourth event of a story.

Event 4

Finally, what happened?

A rectangular box with a folded bottom-right corner, representing the solution of a story.

Solution

A rectangular box with a folded bottom-right corner, representing the ending of a story.

Ending

Beginning

Middle

End

Sample Revision Checklist

Name _____

Symbol	Revision Strategies	 What can I do to revise?	
	Sketch	Reread and add more details to my sketch.	
?	Meaning	Reread to see if it makes sense.	
	Heart of the story	Reread and add details to the most important part.	
	Lead	Reread and try a different beginning or make your lead even better.	
	Setting	Reread and add details to describe the setting.	
	Physical description	Reread and add what a person, place, or a thing looks like.	
	Show, not tell	Reread and find telling parts and make them showing parts.	
	Ending	Reread and try different endings or make your ending even better.	
	Mentor text	Reread a mentor text, pick something the author did and try it.	
	Dialogue	Reread and add details to make a character talk.	
	Similes	Reread and add comparisons between two things (using <i>like</i> or <i>as</i>).	
	Adjectives and Adverbs	Reread and add adjectives and adverbs.	
	Character action	Reread and add character action – feet, hands, face.	
	Temporal words	Reread and add 'time' words.	
	Verbs	Reread and add precise action words or verbs.	
	Internal thinking Internal feeling	Reread and add what I am thinking or feeling.	

Name _____ Date _____ # _____

Unit 6: Realistic Fiction– Editing Checklist

Title _____

I checked that....		My partner checked that...
	I have my name on my paper.	
	I capitalized proper nouns (names of people, places, product names, dates, holidays, and geographic names).	
	I used ending punctuation correctly and for meaning.	
	I used reference materials to check and correct my spelling.	
	I used apostrophes in contractions correctly. Example: I'm ready!	
	I used apostrophes in possessives correctly. Example: This is Sandy's book.	
	I used adverbs and adjectives.	

Katie Wood Ray's 10 Guiding Questions for Studying Illustrations

- How are the words and illustrations laid out on the page in relation to one another? Is the layout consistent, or does it change from spread to spread? Is there anything particularly meaningful about the layout?
- What layout features are used in the text – borders, boxes, white space, labels, insets, and so on?
- How do the illustration and words work together to make meaning? Do the illustrations extend the meaning in any way?
- What media was used to create the illustrations?
- Has the illustrator used color in any way to convey meaning in different illustrations?
- What are the different angles and focuses (zoomed in and out) of the illustrations? Do these relate to the meaning in any way?
- Do illustrations ever stand alone in the text? If so, how do they carry the meaning without words?
- Are there any words or print contained inside the illustrations themselves?
- Is there any manipulation of the print (e.g. size, color, font, left-to-right orientation) that is meaningful in the text?

Source: (About the Authors: Writing Workshop with Our Youngest Writers by Lisa Cleaveland and Katie Wood Ray, 2004, Heinemann, pp. 186-187)

Whole class story- Sweetie is Missing!

Story Idea: Katie wants to go horse back riding, but when she reaches the barn her horse Sweetie is missing.

Lead Type Examples:

Dialogue- “Oh no, where is Sweetie?” ,Katie yelled. “Katie I know!”, Bobby shouted. “I saw Sweetie run out the barn door!”

Action- Katie ran through the barn door and right up to Sweetie’s stall. Katie stood in shock not knowing where Sweetie was!

Character Description- Katie loved to ride horses! She was the town champion of horse barrel racing. Katie’s favorite horse to ride was Sweetie.

Actual Whole Class Story-

Katie loved horses! She was the best horse rider in her town. Katie’s favorite horse to ride was Sweetie!

Katie always made sure to lock Sweetie up when she was done riding. The lock was old and rusty. Sweetie loved to bang against the stall door. As Sweetie continued to bang on the door, the lock broke and fell to the ground.

“Mom I’m off to take Sweetie for a ride”, Katie yelled. “Enjoy yourself”, Mom hollered back. Katie shoved open the back door and ran as fast as she could to the barn. Katie threw open the barn door and stood frozen in shock! Sweetie’s stall door was wide open and Sweetie was nowhere in sight!

“Oh no, Sweetie is missing”, Katie yelled. Hearing Katie’s cry for help, Bobby came running over. “What’s wrong”, Bobby asked. “Sweetie has escaped!”

Bobby said, “I saw her run out the front barn door”. “Let’s go look”, Katie said. Katie and Bobby took off running toward the front barn door.

Just outside the door they saw horse footprints in the mud. “I know, we can follow her tracks”, Katie said. “Let’s go!”

Katie and Bobby followed the tracks through the forest. They wandered up and down hills and around the trees. Katie’s feet started to drag. Her head began to hang lower and lower. She could barely keep up with Bobby.

All of sudden they heard, “Slurp, slurp, slurp”. They both knew what the sound was. As their tired feet crept over the last hill they saw Sweetie drinking from the pond. “We found her”, they shouted.

Katie jumped on Sweetie’s back. Her feet were no longer tired and she smiled joyfully as she bounced along on Sweetie’s back. Bobby lead both of them carefully back to the barn.

Katie was excited her best friend, Sweetie was not lost for good. She look forward to the many great rides the two of them would share.

Class Story by Michelle Reno's 2nd Graders

Jenny's dog was always causing her trouble. Two weeks ago he stole her shoe, on Monday he tore up her homework, and just this morning he pottied on Mrs. Wilson's lawn.

Early one morning Jenny yelled, "Here Bosco let's get your leash on and go for our walk!" Bosco came running. He was so excited his tail was wagging and his tongue was dripping saliva. Jenny hooked up Bosco's leash and they headed out the door. When they reached the sidewalk Jenny thought to herself, "It is a beautiful day out!" As they walked down the sidewalk they passed Mr. Smith's house. He was eating breakfast in the kitchen window and Jenny waved to him. They walked by Jenny's best friend Ellen's house. Ellen was playing basketball in the driveway and Jenny waved to her. Then, they got to Mrs. Wilson's house. Bosco started going crazy. He was yanking at the leash. "What is wrong with you?" thought Jenny.

All of a sudden Jenny hears the noise MEEEEOWWW. Bosco hears it too. He stops dead in his tracks and his ears perk up. Then they both saw it... a black cat emerging from the bushes. Bosco started yanking and tugging at his leash. Jenny could not hold on any longer. Bosco yanked free and headed for the cat. The cat froze. He looked left, he looked right, and then he spotted the tree. He zoomed to the tree and scattered up to the tallest branch. Bosco was right on his heels. When Bosco reached the base of the tree he started going crazy. He was barking and clawing at the trunk trying to get the cat! Jenny ran over and grabbed Bosco. "BAD DOG," she scolded, "Now look what you have done!"

Jenny grabbed Bosco and drug him over to a tree and tied him up. Jenny then walked over to the tree where the cat was. She found a branch lying on the ground. "I think I can use this to coax the cat down," she thought to herself. She held the branch up to the cat and tried to coax it down. "Here kitty kitty, come down from that branch," muttered Jenny. That was not working and Jenny was afraid of heights. "Isn't there anything I can do to get you down?" Jenny said to the cat.

Jenny was scared of heights but she knew what she needed to do. She decided to try and climb the tree. She reached up, grabbed the branch and started to pull herself up. "Oh I wish this day would be over soon," Jenny thought. As she reached the second branch she got terrified. "I CAN'T do this," Jenny said and she hopped down from the tree!

With her feet back on the ground Jenny looked around and noticed a grocery store. "I wonder if they sell cat food?" pondered Jenny. She raced over to the store and bought cat food and a bowl. When she returned she placed the bowl at the base of the tree. She looked up into the tree. The cat's eyes were big as saucers. "Come on down, it is ok, come and get a treat" Jenny whispered to the cat. Little by little the frightened cat made his way down to the ground. He took one bite of the food and sprinted to the bushes where it was safe.

From that day forward Jenny learned that Bosco would always be causing her trouble!!!

Class Profile of Teaching and Learning Points – 2nd Grade Unit 6: Realistic Fiction

Optional Assessment/Conferring Tool

[illegible]

Class Profile of Teaching and Learning Points – 2nd Grade Unit 6: Realistic Fiction

Optional Assessment/Conferring Tool

[illegible]

2nd Grade—Realistic Fiction Unit 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 Realistic Fiction

- ☐ Does not yet meet requirements for Proficient

Proficient (Meets Standards) with Realistic Fiction

Proficient students must meet all bold and 6 of 8 un-bolded proficient criteria

- ☐ (P) Demonstrates knowledge of workshop routines (productive entire workshop, partnerships, etc. (Session 1-22)
- ☐ (T) Generates story ideas that present a problem for the character (Session 1)
- ☐ (T) Plan/pre-write by sketching, using a graphic organizer (Session 2, 4)
- ☐ **(T) Develops believable characters (with internal and external characteristics) (Session 3)**
- ☐ **(P) Evidence of revision (Session 5, 12, 13,14, 19)**
- ☐ (T) Uses storyteller's voice to create a picture in the reader's mind (Session 6)
- ☐ **(T) Uses temporal words between events if/when appropriate (Session 7)**
- ☐ **(T) Problem in story gets worse before it gets better (rising action) (Session 8)**
- ☐ **(T) Uses internal thinking in reaction to the problem (Session 9)**
- ☐ **(T) Effective Lead (dialogue, action, character description, or time reference) (Session 11)**
- ☐ (T) Evidence of "heart of the message" (Session 13)
- ☐ (T) Punctuation used as writer's craft (Session 14)
- ☐ **(T) Ending references lesson learned or how things are now different (Session 15)**
- ☐ (L) Proper nouns are capitalized (Session 16)
- ☐ (P) Creates blurb for a partner's book (Session 20)

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

Exceeding Proficiency with Realistic Fiction

Students must meet all the Proficient and Exceeding Proficiency criteria

- ☐ **(T) Builds tension in their stories by thinking about the problem and attempting to solve it (Session 8)**
- ☐ **(T) Ending ties back to the "heart of the message" (Session 15)**

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	• 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	• 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	• Celebration of learning • Boost student morale • Promote membership in the "literacy club"	• 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