Writing to Sources

Grade 2

Build speaking, language, and writing skills with text-dependent Opinion/Argument, Informative/Explanatory, and Narrative Prompts.
Writing to Sources

BENCHMARK EDUCATION COMPANY
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# Writing to Sources

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Using Writing to Sources

Common Core and other new state standards emphasize the importance of rigorous, text-dependent oral and written responses. They require that students engage with texts directly and deeply to draw on textual evidence and to support valid inferences from the text.

In order for students to be college- and career-ready writers, they must learn to assert and defend claims, explain what they know about a particular subject, and convey what they have experienced, imagined, thought, and felt. Writing to Sources provides frequent opportunities for students to practice writing in a wide range of genres and provides authentic practice for standardized writing assessments.

Each prompt in Writing to Sources is tied directly to the texts students read in each week of Benchmark Literacy. The prompts require that students engage directly with the texts in order to successfully complete the task. You may have students complete the writing tasks at independent workstations during the small-group reading block, or as homework assignments. You may also choose to have students respond to the prompts orally to strengthen academic oral language skills.

Use the Evaluation Rubrics on the next page to guide your scoring of students’ responses. On page 24, reproducible Student Writing Checklists are provided. Distribute them to students to serve as checklists as they write, or as self-assessment guides.

If your students will be using computers to draft, edit, and revise their work, consider these ways to support online collaboration and digital publishing:

- Google Docs facilitate collaboration and allow teachers and peers to provide real-time feedback on writing pieces.
- Wikis enable students to share their writing around a common topic.
- Audio tools such as GarageBand and Audacity enable students to record their works (podcasts) for others to hear on a safe sharing platform.
- Blogs can be used as digital journals where students engage in short-form, interest-based writing that provides peer and teacher feedback. Blogs can also be developed and extended into essays, opinion pieces, and research papers.
- Student writing can be enriched with images, audio, and video, and shared with a wider audience via numerous web 2.0 technologies.

Based on your observations of students’ writing, use the model mini-lessons on pages 26–52 to address Conventions of Standard English skills your students have not mastered. These explicit mini-lessons address the grade-level skills outlined in Common Core Language Standards L.2.1, L.2.2, and L.2.3.
# Evaluation Rubrics

Student ___________________________  Grade ___________________________

Teacher ___________________________  Date ___________________________

## Opinion/Argument

<table>
<thead>
<tr>
<th>Traits</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer states an opinion.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>The writer supplies reasons that support his or her opinion using facts, concrete examples, and supporting evidence from the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer provides a concluding statement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer demonstrates command of grade-appropriate conventions of standard English grammar and usage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer demonstrates command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Informative/Explanatory

<table>
<thead>
<tr>
<th>Traits</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer introduces his/her topic with a main idea statement.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The writer uses facts and details to develop his or her points.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer provides a concluding statement or section.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer demonstrates command of grade-appropriate conventions of standard English grammar and usage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer demonstrates command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Narrative

<table>
<thead>
<tr>
<th>Traits</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer recounts a well-elaborated event or short sequence of events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer includes details to describe actions, thoughts, and feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer provides a sense of closure to the narrative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer demonstrates command of grade-appropriate conventions of standard English grammar and usage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer demonstrates command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Key

1–Beginning  
2–Developing  
3–Accomplished  
4–Exemplary  

## Comments
**Opinion/Argument**

- Do you agree that people need to learn to throw away less? Support your opinion with evidence from “Landfills” and your own ideas.

**Informative/Explanatory**

- Could a tomato plant survive without roots? Use details from “Plant Parts” to support your explanation.

**Narrative**

- Write a pretend journal entry about a visit to Chicago. Use the information and photograph from “Chicago” to help you add details to your entry.
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Book</strong></td>
<td><strong>Reader’s Theater</strong></td>
</tr>
<tr>
<td>• Which problem mentioned on pages 6–9 concerns you most? Why? Support your opinion with evidence from the text and your own ideas.</td>
<td>• Which sea plant or animal do you think is most interesting? Why? Support your opinion with evidence from the text and your own ideas.</td>
</tr>
<tr>
<td>• Why are some groups of animals called endangered species? Use details from the text to support your explanation.</td>
<td>• What are some things people need in order to explore the sea? Use details from the text to support your explanation.</td>
</tr>
<tr>
<td>• Retell the information on pages 14–18 from the point of view of a chick hatched in captivity. Use words such as I and me to describe what happens and how you feel.</td>
<td>• Write a journal entry that Jacques Cousteau might write about the talking plants and animals he meets in this story.</td>
</tr>
</tbody>
</table>
Comprehension Anchor Posters

- **Opinion/Argument**
  - Would you like to be a gardener at a park? Why or why not? Support your opinion with evidence from “The Park Pond” and your own ideas.

- **Informative/Explanatory**
  - Why does the author of “Little Red Riding Hoodie Rides Again” say that Little Red knew better than to talk to strangers? Use details from the text to support your explanation.

- **Narrative**
  - Write a sequel to “Little Duck” that tells what the main character does next.
### Week 2

**Big Book**

- Which feast would you have gone to if you were Anansi? Why? Support your opinion with evidence from the text and your own ideas.

- Did Anansi’s friends think he was greedy? Use details from the text to support your explanation.

- Write a sequel to the story in which Lion and Rhino try to figure out why Anansi didn’t come to their feasts.

### Week 3

**Reader’s Theater**

- Do you think the punishment Lion chose for Mosquito is fair or harsh? Why? Support your opinion with evidence from the text and your own ideas.

- What word in the title explains the meaning of *pourquoi*? How can you tell? Use details from the text to support your explanation.

- Write about a real-life event in which something happened because one or more people misunderstood what was really going on.
<table>
<thead>
<tr>
<th><strong>Comprehension Anchor Posters</strong></th>
</tr>
</thead>
</table>

### Opinion/Argument
- Name an animal mask that you think would be easy to make and one that you think would be hard to make. Support your opinions with evidence from “Make an Animal Mask” and your own ideas.

### Informative/Explanatory
- What character traits describe Rosa Parks? Use details from “The Bus Ride to Change” to support your explanation.

### Narrative
- Rewrite the information in “Make a Compost Pile” from the point of view of the flower that grew from the rich dirt. Use words such as I and me to describe what happens and how you feel.
<table>
<thead>
<tr>
<th><strong>Week 2</strong></th>
<th><strong>Week 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Book</strong></td>
<td><strong>Reader’s Theater</strong></td>
</tr>
<tr>
<td>- Which tree or plant on pages 4–7 would you most like to have in your backyard? Why? Support your opinion with evidence from the text and your own ideas.</td>
<td>- Would you have accepted Pickle’s offer to go along on his adventure? Why or why not? Support your opinion with evidence from the text and your own ideas.</td>
</tr>
<tr>
<td>- How do acorns help Earth? Use details from the text to support your explanation.</td>
<td>- Why does food go through so many stages of digestion? Use details from the text to support your explanation.</td>
</tr>
<tr>
<td>- Write a conversation between the old tree and young tree on pages 12–13. What questions will the young tree have? What advice will the old tree give?</td>
<td>- Write a journal entry that Jordan might write about his trip through the digestive system.</td>
</tr>
</tbody>
</table>
### Week 1

#### Opinion/Argument

- **Which story do you like best—"The Lost Color," “A Frog Someday,” or “Lost Dog”?** Why? Support your opinion with evidence from the texts and your own ideas.

#### Informative/Explanatory

- **How are a frog and a tadpole alike? How are they different?** Use details from “A Frog Someday” to support your explanation.

#### Narrative

- **Write a sequel to the “The Lost Color” that tells what some children do with each color of crayon from the factory.** Be sure to name the characters in your story.

---

**Comprehension Anchor Posters**

<table>
<thead>
<tr>
<th><strong>The Lost Color</strong></th>
</tr>
</thead>
</table>
| The Crayon Man made crayons in every color. He worked in his crayon factory day and night. One day, the Crayon Man walked through his factory, something was odd. He saw red, yellow, blue, orange, and purple crayons. But there were no green crayons!
| "What will we do? How will children draw grass, frogs, and big green monsters?"

<table>
<thead>
<tr>
<th><strong>A Frog Someday</strong></th>
</tr>
</thead>
</table>
| My big brother can catch a fly on his tongue and eat it! My big brother always has fun. I am just a tadpole. I can't eat flies. I do not have a tongue.
| "You were an egg. Now you are a tadpole. One day you will be a frog, like me," said my brother.

<table>
<thead>
<tr>
<th><strong>Lost Dog</strong></th>
</tr>
</thead>
</table>
| One day, Erica came home from school to find that her dog, Zak, was not at home. Zak had made a hole under the fence and had run away. Erica and her dad looked everywhere for Zak. They walked all around the neighborhood. They looked high and low.
| "We are lost, too!" said Erica's dad. Then Erica saw Zak! "It's okay, Dad," said Erica. "Zak will show us the way home. Look, he's sniffing his way back home right now!"
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Book</strong></td>
<td><strong>Reader’s Theater</strong></td>
</tr>
<tr>
<td><em>Do you think it was fair for Jack to take the Ogre’s bag of gold? Why or why not? Support your opinion with evidence from the text and your own ideas.</em></td>
<td><em>Listen to or retell the story of Cinderella. Which of the two versions do you like best? Why? Support your opinion with evidence from the stories and your own ideas.</em></td>
</tr>
<tr>
<td><em>What is a beanstalk? Use details from the text to support your explanation.</em></td>
<td><em>What magical events take place in this fairy tale? Use details from the text to support your explanation.</em></td>
</tr>
<tr>
<td><em>Write a sequel in which Jack sees the old woman again and she, Jack, and Jack’s mother become friends.</em></td>
<td><em>Write a story in which Yeh-shen tells her grandchildren the story about attending Chen-ho’s dance.</em></td>
</tr>
</tbody>
</table>
### Week 1

**Opinion/Argument**

- Do you think Lucy will set her alarm clock to go off earlier next time? Why or why not? Support your opinion with evidence from “What’s the Rush?” and your own experiences.

**Informative/Explanatory**

- Why do scientists put living things into different groups? Use details from “Grouping Living Things” to support your explanation.

**Narrative**

- Retell the information in “Coral Reefs” from the point of view of one of the fish in the photograph. Use words such as *I* and *me* to describe what you see and how you feel.
### Week 2

<table>
<thead>
<tr>
<th>Big Book</th>
<th>Reader’s Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of Life in an Urban Community" /></td>
<td><img src="image2.png" alt="Image of John Henry" /></td>
</tr>
<tr>
<td>• Look at the homes on pages 4–7. Which home would you most like to live in? Why? Support your opinion with evidence from the text and your own ideas.</td>
<td>• Do you agree that “No machine can take the place of a human being”? Why or why not? Support your opinion with evidence from the text and your own ideas.</td>
</tr>
<tr>
<td>• What are some benefits of public transportation? Use details from the text to support your explanation.</td>
<td>• What does the word <strong>drive</strong> mean in this story? Use details from the text to support your explanation.</td>
</tr>
<tr>
<td>• Imagine that your class goes on a field trip to the museum on pages 12–13. Write a journal entry you might record about this experience.</td>
<td>• Reread page 3. Then write a story about how John’s parents prepare the food their baby requests.</td>
</tr>
</tbody>
</table>
Opinion/Argument
- What is your favorite place to experience a variety of cultural backgrounds in your neighborhood—stores, restaurants, or festivals? Why? Support your opinion with evidence from “Neighborhoods” and your own experiences.

Informative/Explanatory
- How is a tropical rain forest like a neighborhood? Use details from “Neighborhoods” and “In a Tropical Rain Forest” to support your explanation.

Narrative
- Write a sequel to “Ma’s Runaway Pumpkin.” Does Ma find another pumpkin to use for a pumpkin pie for Thanksgiving, or does she decide to make something else?
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Book</strong></td>
<td><strong>Reader’s Theater</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Which place in the story would you most like to visit? Why? Support your opinion with evidence from the text and your own ideas.</td>
<td>• Do you think President Hayes really intended to help the Paiute? Why or why not? Support your opinion with evidence from the text and your own ideas.</td>
</tr>
<tr>
<td>• Write a paragraph about one of the places Sarah visited that includes several facts based on the information and photographs in the text.</td>
<td>• What character traits describe Sarah Winnemucca? Use details from the text to support your explanation.</td>
</tr>
<tr>
<td>• Write a story about Sam receiving one of the postcards. Explain how she uses the clues to figure out where Sarah was when she wrote the card.</td>
<td>• Write a journal entry that Ralph Waldo Emerson, Mary Mann, or Elizabeth Peabody might have written after meeting Sarah Winnemucca and hearing of her concerns.</td>
</tr>
</tbody>
</table>
**Opinion/Argument**

- Do you think school groups should sell chocolate to make money for their activities? Why or why not? Support your opinion with evidence from “What Will Henry Do?” and your own ideas.

**Informative/Explanatory**

- What are some ways we can help ourselves stay healthy? Use details from “The Perfect Pet,” “What Will Henry Do?,” and “Germs” to support your explanation.

**Narrative**

- Write a sequel to “The Perfect Pet” that describes what happens when Polly takes her new pet home.
### Week 2

<table>
<thead>
<tr>
<th>Big Book</th>
<th>Reader’s Theater</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If you were the main character, would you go back to visit the animals who called you ugly? Why or why not? Support your opinion with evidence from the text and your own ideas.</td>
<td>• Which vegetable would you rather plant—carrots, celery, or lettuce? Why? Support your opinion with evidence from the text and your own ideas.</td>
</tr>
<tr>
<td>• How are a duck and a swan alike? How are they different? Use details from the text to support your explanation.</td>
<td>• How can you tell that Coyote knows a lot about gardening? Use details from the text to support your explanation.</td>
</tr>
<tr>
<td>• Rewrite pages 13–16 from the point of view of one of the swans who landed on the water. Use words such as I and me to describe what happens and how you feel.</td>
<td>• Write a sequel to the story in which Coyote unsuccessfully tries to trick Bear with some new vegetables.</td>
</tr>
</tbody>
</table>
Opinion/Argument

What would be another good title for the “Trees” poster? Why? Support your opinion with evidence from the text and your own ideas.

Informative/Explanatory

What can you measure with a ruler? What can you measure with scales? Use details from “Measure It!” to support your explanation.

Narrative

Imagine that you’re a weather announcer. Write a safety message that you might read on the radio or television if a thunderstorm is coming. Use details from “Amazing Storms” to help you write your announcement.
### Week 2

**Big Book**

- Which type of transportation from today would you most like to ride? Which type of transportation from long ago would you most like to ride? Why? Support your opinions with evidence from the text and your own ideas.

- Why have roads changed over the years? Use details from the text to support your explanation.

- Look at the main photograph on page 7. Write a story about what the ship is carrying in the large, colorful boxes. Be sure to name all the characters in your story.

### Week 3

**Reader’s Theater**

- Would you like to travel back in time in a “When Machine”? Why or why not? Support your opinion with evidence from the text and your own ideas.

- What character traits describe Francis Scott Key? Use details from the text to support your explanation.

- Write a journal entry that one of the students might have recorded after their “When Machine” adventure.
## Week 1

<table>
<thead>
<tr>
<th>Opinion/Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which season do you prefer—winter or spring? Why? Support your opinion with evidence from “Winter to Spring.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informative/Explanatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a tornado? Use details from “The Tornado” to support your explanation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a sequel to “Kim’s Bad Day” in which Kim has an extra-good day. What happens? How does Kim feel now?</td>
</tr>
</tbody>
</table>
### Big Book

- With which activity in Chapter 3 would you most like to help? Why? Support your opinion with evidence from the text and your own experiences.

- Why are signs important? Use details from pages 4–9 of the text to support your explanation.

- Write a story about one of the photographs in Chapter 2. Be sure to name your characters and emphasize the idea of rules or fairness in your story.

### Reader’s Theater

- Who is kind in this story? Who is unkind? Support your opinions with evidence from the text and your own ideas.

- Why does the emperor say “Let the games begin!” in this story? Use details from the text to support your explanation.

- Rewrite pages 11–16 from the point of view of a child in the crowd. Use words such as I and me to describe what happens and how you feel.
Week 1

**Opinion/Argument**
- What is your favorite way to make a difference? Why? Support your opinion with evidence from “Kids Make a Difference” and your own experiences.

**Ininformative/Explanatory**
- How has the United States flag changed over the years? How has it stayed the same? Use details from “Flag Day” to support your explanation.

**Narrative**
- Rewrite “Elmwood Tree” from the point of view of one of the children in the illustration. Use words such as I and me to describe what happens and how you feel.
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Book</strong></td>
<td><strong>Reader’s Theater</strong></td>
</tr>
<tr>
<td>- Do you think people will ask Stephanie to help them solve cases in the future? Why or why not? Support your opinion with evidence from the text and your own ideas.</td>
<td>- Do you think all city-dwellers enjoy seeing green space? Why or why not? Support your opinion with evidence from the text and your own ideas.</td>
</tr>
<tr>
<td>- How did Stephanie make her office? Use details from the illustrations to support your explanation.</td>
<td>- What does Sara mean when she says, “You may not be my flesh and blood, but you are still my family”? Use details from the text to support your explanation.</td>
</tr>
<tr>
<td>- Write the conversation Stephanie and her mother might have after their visit to the police station.</td>
<td>- Write a journal entry that Sara might record after she finds out about her Earth Day surprise.</td>
</tr>
</tbody>
</table>
Opinion/Argument
I remembered to . . .
☐ Give my opinion.
☐ Give reasons for my opinion.
☐ Include a strong ending.
☐ Begin each sentence with a capital letter.
☐ Use punctuation at the end of each sentence.

Informative/Explanatory
I remembered to . . .
☐ Write my topic or main idea.
☐ Use facts from the text.
☐ Include a strong ending.
☐ Begin each sentence with a capital letter.
☐ Use punctuation at the end of each sentence.

Narrative
I remembered to . . .
☐ Write about one or more events.
☐ Put the events in an order that makes sense.
☐ Give my story a beginning, middle, and end.
☐ Begin each sentence with a capital letter.
☐ Use punctuation at the end of each sentence.
The short mini-lessons in this section address the Grade 2 Conventions of English expectations outlined in Common Core Language Standards L.2.1, L.2.2, and L.2.3. Based on your observations of students’ writing, use these explicit lessons to teach the conventions students have not mastered. Use them as models for additional follow-up instruction as needed.

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Collective Nouns

Purpose: To use collective nouns

Objective: Students will use collective nouns when speaking and writing.

1. Before the lesson, write the sentences below on the board and cover them. Students will be completing these sentences in Step 5.
   - The family ___________ going to the store. (is)
   - The team ___________ to school. (Possible response: goes)
   - The group ___________ lunch. (Possible response: eats)
   - The class ___________ on the bus. (Possible response: gets)

2. Say: You know that a noun names a person, place, or thing. There is a special kind of noun that names a group of people, places, or things. The word team is a special noun like this. The word team names a group of people who play or work together.

3. Ask: Does the noun group name more than one person, place, or thing? (yes) Continue with collective nouns family and class.

4. Write this sentence on the board: The team plays basketball. Circle the collective noun team, and point out the singular verb. Explain: Even though a team is a group, you use the singular form of a verb, the verb that matches one, with this kind of special noun.

5. Have a student come forward to complete the first sentence you wrote before the lesson. Tell the student to think of and use a verb to complete the sentence. Allow the student the opportunity to write any verb that makes sense in the sentence as long as it is singular. After the student completes the sentence, have the student read it aloud. Then ask: For the verb, did you write the singular form, the form for one, or did you write the plural form, the form for more than one? (singular; form for one) Why? (because this is a special kind of noun that names a group)

6. Remind students that good readers and writers know how to use nouns that refer to a group of people or things.

7. Tell students to use the nouns family, team, and class to write sentences in their journals about a game at school. Have them circle these nouns in their sentences.

CCSS L.2.1a Use collective nouns.
Form Irregular Plural Nouns

**Purpose:** To form irregular plural nouns

**Objective:** Students will form frequently occurring irregular plural nouns when speaking and writing.

1. Remind students that a plural noun names more than one person, place, or thing. **Say:** You know the rules for adding *s* or *-es* to form the plural of most nouns. But some nouns have special plural forms. They break the usual plural rules. You must learn and remember the plural form of these nouns. Write the word *tooth* on the board. **Say:** You don’t form the plural of this noun by adding *s* or *-es*. You must remember that the plural form of this noun is *teeth*. Write *teeth* next to *tooth*. Have students repeat: *teeth, tooth*.

2. Write these words in a row on the board: *woman, foot, child, man, mouse, fish*. Begin with the first word on the list, and ask children to tell the plural form. Prompt as necessary. *(women)* Write *women* next to *woman*, and explain: *This noun has a special plural form.* Continue with the additional words on the list. When you arrive at the final word, *fish*, make certain students recognize that this noun does not change in its plural form. It is the same in the singular and plural form.

3. When the list is complete, have students join you to read aloud each word pair. After you have read the list, **ask:** Is there a rule for forming the plural form of these nouns? *(no)* Then how do you know how to say and write the plural form for these words? *(You must remember.)*

4. Cover the list. Read aloud each singular noun, and have students say the plural form. Then have a student come forward. Dictate the singular form of one of the nouns, and have the student write the singular and plural forms. Then have the student read both words aloud, and have the class repeat. Continue with the remainder of the words on the list.

5. Remind students that good readers and writers know how to say and write the plural form of special nouns.

6. Cover all the nouns on the board. Tell students to write these nouns in their journals: *woman, fish, child*. Have them write and circle the plural form of each.

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**CCSS L.2.1b** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
Use Irregular Plural Nouns

Purpose: To use irregular plural nouns

Objective: Students will use frequently occurring irregular plural nouns when speaking and writing.

1. Remind students that a plural noun names more than one person, place, or thing. Say: You know the rules for adding s or -es to form the plural of most nouns. But some nouns have special plural forms. You must learn and remember the plural form of these nouns. Write the word child on the board. Say: You don’t form the plural of this noun by adding s or -es. You must remember that the plural form of this noun is children. Write children next to child. Have students repeat: child, children. Ask: How do you know if you should write child or children in a sentence? (Child names one; children names more than one.)

2. Write these sentences on the board:
   The __________ was happy. (child)
   The __________ were all there. (children)
   Have a student come forward to complete each sentence with the word child or children. Then ask: How did you know which form of the noun to write in each sentence? (The first sentence has a singular verb. The second sentence has a plural verb and the word all.)

3. Write each of these words in a row on the board: foot, man, mouse, fish. Have a student come forward to write the plural form of each and use each in a sentence. Tell the student to circle the plural form and explain why it was chosen for the sentence.

4. Remind students that good readers and writers know how to form and use the plural form of special nouns.

5. Tell students to use the plural form of fish, man, and mouse as they write about a visit to a pet store. Have students write three sentences. Tell them to circle the plural nouns.

CCSS L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
Reflexive Pronouns “Ourselves” and “Myself”

**Purpose:** To use the reflexive pronoun “ourselves” and “myself”

**Objective:** Students will use the reflexive pronouns *ourselves* and *myself* when speaking and writing.

1. Write this sentence on the board, and read it aloud: *We made ourselves lunch.* Say: You know that pronouns are words that take the place of other naming words. Some special kinds of pronouns end in *-selves.* In this sentence, the word *ourselves* takes the place of the word *We.* Draw an arrow from the word *ourselves* to the word *We.* Ask: How silly would it sound to say, “We made we lunch?” It would not be correct to use the word *we* twice in this way in the sentence. These special kinds of nouns are used so a sentence can be correct, interesting, and easier to understand.

2. Have a student come forward to write this sentence as you dictate it: *We bought ourselves new clothes.* Have the student read the sentence aloud and then draw an arrow from the word *ourselves* to the word *We.* Ask: What does the arrow show? (It shows that *ourselves* takes the place of the word *we.*)

3. Repeat the routine for the pronoun *myself*.

4. Remind students that good readers and writers know how to use the special pronouns *ourselves* and *myself*.

5. Tell students to use the words *ourselves* and *myself* in a sentence in their journals to tell about something they have done with family members, friends, or other students and then to tell about something they did themselves.

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**CCSS L.2.1c** Use reflexive pronouns (e.g., *myself, ourselves*).
Form Irregular Past Tense Verbs

**Purpose:** To form the past tense of frequently occurring irregular verbs

**Objective:** Students will form the past tense of frequently occurring irregular verbs when speaking and writing.

1. Write these words in a row on the board: run, ran. **Say:** You know that verbs are action words. They can tell about an action happening now. They can tell about an action happening later. And they can also tell about an action that has already happened, an action that happened in the past. The verb run tells about an action happening now. The verb ran tells about an action that happened in the past.

2. **Say:** You know that you add the letters -ed to most verbs to show an action that happened in the past. But some verbs have a special form to show action that happened in the past. Write the sentences below on the board.
   
   I walk now. I walked yesterday.
   I hide now. I hid yesterday.
   Point out the -ed ending for walked. Then point out the special form for the verb hid.
   **Explain:** You must remember the word hid to show the past for this special verb.

3. Write these verbs in a column on the board: sit, run hide, tell, see, do, come, go. Ask for volunteers to come forward to write the past tense of each verb. (sat, ran, hid, told, saw, did, came, went)

4. Remind students that good readers and writers know how to form the past tense of special verbs.

5. Display these verbs, and tell students to write the verb for the past in their journals. Tell them to circle the verb that shows an action that happened in the past: hide, do, go, run, see, tell, sit, come, go.
Use Irregular Past Tense Verbs

Purpose: To use frequently occurring irregular verbs

Objective: Students will form the past tense of frequently occurring irregular verbs when speaking and writing.

Teacher’s Note: Students should complete the lesson Form Irregular Past Tense Verbs before this lesson.

1. Before the lesson, write these sentences on the board or another display surface and cover them.
   1. He ________ a story yesterday.
   2. I ________ my homework last night.
   3. They ________ to my house last week.
   4. You ________ your aunt yesterday.
   5. I ________ outside last week.
   6. The dog ________ all the way home last night.
   7. They ________ in a row yesterday.
   8. We ________ home after school.

2. Write these sentences in a column on the board: He sits in the chair. He sat in the chair. Say: You know that verbs are action words. They can tell about an action that is happening now. They can tell about an action that will happen later. And they can also tell about an action that has already happened, an action that happened in the past. The verb sit tells about an action happening now. The verb sat tells about an action that happened in the past. Most verbs that show an action that happened in the past end in -ed. But some verbs have special forms to show an action that happened in the past. For these verbs, you must remember the word that shows an action that happened in the past.

3. Write these verbs in a column on the board: run, hide, tell, see, do, come, go. Ask for volunteers to come forward to write the form of the verb that shows the action happened in the past (ran, hid, told, saw, did, came, went)

4. Invite a student to use the verb to show the past in each of the sentences you wrote before the lesson began. Provide these present tense verbs for the sentences: 1. tells 2. do 3. come 4. see 5. hide 6. run 7. sit 8. go. (told did came saw hid ran sat went)

5. Remind students that good readers and writers know how to form the word to show the past of special verbs.

6. Have students write three sentences in their journals to tell about an imaginary visit to a forest last year. Display these verbs, and tell students to choose three of them and use the correct form to show the past in their sentences: hide, do, go, run, see, tell, sit, come, go. Have students circle the verbs in the sentences.

CCSS L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).
Review Adjectives: Color, Size, and Shape

**Purpose:** To review adjectives that describe color, size, and shape

**Objective:** Students will recognize adjectives describing color, size, and shape when reading and use adjectives describing color, size, and shape when writing.

1. **Say:** A describing word tells about a noun. Display a blue pen, and say: *This is a blue pen.* Have a student come forward to write the sentence and circle the describing word. (blue) Remind students that they can use describing words to tell about color, size, and shape. Have them brainstorm describing words to tell about color. Write those in a list below the heading **Color.**

2. Ask students to provide describing words to tell about size. (Possible responses: big, small, large, little, tiny, huge) Write the adjectives in a column below the heading **Size.** Then ask students to provide describing words to tell about shape. (Possible responses: square, round, oval) Write the adjectives in a column below the heading **Shape.**

3. Point out an item in the classroom. Have students offer color, size, and shape describing words to tell about it. Write those words on the board. Continue with additional items.

4. Invite students to pull items from their backpacks or desks and come forward to write complete sentences that include describing words for the items to tell size, shape, and color.

5. Remind students that good readers and writers can read and write describing words that tell about color, size, and shape.

6. Have students write at least three sentences in their journals with describing words to tell about things they might see at a lake. Tell students to include and circle at least two describing words that tell about color, size, or shape.

**CCSS L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
Choose the Correct Adjective

**Purpose:** To choose the correct adjective

**Objective:** Students will choose and write the correct adjective in sentences.

1. Before the lesson, write these adjectives on the board: big, orange, long, soft, tall, green, five, square, little, red, round, wet, two, short, yellow, square, tiny. Also write the following sentences:
   1. I touch the kitten’s _________ fur.
   2. I have _________ fingers on my hand.
   3. I had to dry my _________ hair.

2. **Say:** You know that a describing word can tell about a noun. Some describing words tell about size. Some tell about shape. Some tell about color. Some tell how many. And others tell how something feels. Direct students’ attention to the describing words you wrote before the lesson. Have students join you in reading aloud the list. Then have students tell whether each describing word tells about size, shape, color, how many, or how something feels.

3. Have a student come forward to use a word from the list to complete each of the sentences you wrote earlier. Note that more than one adjective might be acceptable for some sentences. Accept responses that make sense. After each sentence, ask why the student chose the describing word and why it makes sense to tell about the noun in the sentence.

4. Remind students that good writers can choose and write describing words that make sense with the nouns they describe.

5. Have students write at least three sentences in their journals with describing words from the displayed list to tell about animals and other things they might see at a zoo. Tell students to include and circle at least three describing words that describe nouns.

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**CCSS L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
Adverb “How”

Purpose: To use adverbs that tell how

Objective: Students will read and write adverbs that tell how.

1. Say: You know that one kind of describing word tells about a noun. There is another kind of describing word that tells about a verb. Sometimes this kind of describing word tells how. Write this sentence on the board: He walks slowly. Read the sentence aloud. Then circle the word slowly, and ask: How does he walk? (slowly) Draw an arrow from the word slowly to the word walks. Emphasize the word how as you say: The describing word slowly tells how he walks. Point out the letters ly in slowly, and explain: Most describing words that tell how end in -ly.

2. Repeat the routine from Step 1 with this sentence: They talk quietly when the baby is asleep. (adverb: quietly) Make certain students understand that the adverb quietly tells how they talk.

3. Invite a student to come forward to write this sentence as you dictate it. Prompt with spelling as necessary for the adverb. The horse ran quickly. Ask the student to circle the describing word. (quickly) Then ask the student to draw an arrow to show which word the describing word tells about. (ran) Repeat the routine with additional students and the sentences below.
   The teacher talked calmly.
   The puppy sat sadly.
   I wrote carefully.

4. Remind students that good writers understand and write describing words that tell about verbs and tell how.

5. Have students write two sentences in their journals about getting ready for school. Tell them to use a describing word from this lesson that tells how. Ask students to circle this word.

CCSS L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
**Adverb “When”**

**Purpose:** To use adverbs that tell *when*

**Objective:** Students will read and write adverbs that tell *when*.

1. **Say:** You know that one kind of describing word tells about a noun. Another kind of describing word tells about a verb. Sometimes this kind of describing word tells *when*. Write this sentence on the board: They called yesterday. Read the sentence aloud. Then circle the word *yesterday*, and ask: *When did they call?* (yesterday) Draw an arrow from the word *yesterday* to the word *called*. Emphasize the word *when* as you say: The describing word *yesterday* tells *when* they called.

2. Repeat the routine from Step 1 with this sentence: *She will paint tomorrow.* (adverb: tomorrow) Make certain students understand that the adverb *tomorrow* tells when she will paint.

3. Invite a student to come forward to write this sentence as you dictate it: *They will go soon.* Ask the student to circle the describing word that tells when. (soon) Repeat the routine with additional students and the sentences below.

   - *We always draw pretty pictures.* (always)
   - *We will play tomorrow.* (tomorrow)
   - *Please come later.* (later)

4. Remind students that good writers understand and write describing words that tell *when*.

5. Have students write two sentences in their journals about something important the teacher has told the class. Tell students to use a describing word from this lesson to tell about a verb in each sentence. Explain that the describing word must tell *when*. Ask students to circle the describing words in their sentences that tell about verbs.

**CCSS L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
Adverb “Where”

**Purpose:** To use adverbs that tell where

**Objective:** Students will read and write adverbs that tell where.

1. **Say:** You know that one kind of describing word tells about a noun. Another kind of describing word tells about a verb. Sometimes this kind of describing word tells **where**.
   Write this sentence on the board: *Come here.* Read the sentence aloud. Then circle the word *here*, and **ask:** Where is the person supposed to come? (here) Draw an arrow from the word *here* to the word *come*. Emphasize the word *here* as you **say:** The describing word tells where the person is supposed to come.

2. Repeat the routine from Step 1 with this sentence: *We drive ahead.* (adverb: ahead) Make certain students understand that the describing word *ahead* tells where we drive.

3. Invite a student to come forward to write this sentence as you dictate it: *We looked everywhere for the book.* Ask the student to circle the describing word that tells **where**. (everywhere) Repeat the routine with additional students and the sentences below.
   - *He wanted to walk away.* (away)
   - *They played tag nearby.* (nearby)
   - *She drove her car there.* (there)

4. Remind students that good writers understand and write describing words that tell **where**.

5. Have students write two sentences in their journals about a ride on a bus or a walk in the neighborhood. Tell students to use and circle a describing word from this lesson that tells **where**.

**CCSS L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
Choose the Correct Adverb

**Purpose:** To choose the correct adverb

**Objective:** Students will choose and write the correct adverb in sentences.

1. Before the lesson, write these adverbs on the board: *slowly, yesterday, here, quietly, tomorrow, calmly, ahead, tomorrow, sadly, nearby, soon, carefully, there*. Also, write the following sentences:
   1. *Put the books ______.*
   2. *They asked in class ______.*
   3. *The turtle walks ______.*
   4. *I see a stop sign ______.*
   5. *Bring the pencil ______.*

2. **Say:** You know that a describing word can tell about a verb. Some describing words that tell about verbs tell **how**. Some tell **when**. Others tell **where**. Direct students’ attention to the describing words you wrote before the lesson began. Have students join you in reading aloud the list. Then have students tell whether each describing word tells *how*, *when*, or *where*.

3. Have a student come forward to use a word from the list to complete the first sentence you wrote earlier. Note that more than one adverb might be acceptable for some sentences. Accept responses that make sense. After each sentence, ask why the student chose the describing word and why it makes sense to tell about the verb in the sentence. Make certain the student explains whether the describing word tells *how*, *when*, or *where*.

4. Remind students that good writers choose and write describing words that make sense with a verb.

5. Have students write at least three sentences in their journals with describing words from the displayed list to tell about a trip they have taken or would like to take. Tell students to include and circle at least three describing words to tell about verbs.

**CCSS L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
Produce Simple Sentences

**Purpose:** To produce simple sentences

**Objective:** Students will recognize complete sentences when reading and produce complete sentences when writing.

1. Before the lesson, write each of the items below on the board and cover the items.
   1. The bear walks through the forest.
   2. The blue car and the bicycle.
   3. Runs and plays all day.
   4. My friend comes to my house.

2. **Say:** A sentence is a group of words. It is a complete thought. To tell the whole idea, a sentence has a naming part and a telling part. Write this sentence on the board, and read it aloud: The dog jumps. **Say:** This is a sentence. It is a complete thought. Circle the words the dog as you say: The naming part is the dog. Underline the word jumps as you say: The telling part is jumps.

3. Uncover the content you wrote before the lesson. Have a student come forward to read the first item aloud and tell if it is a sentence. Then have the student offer an explanation. If it is a sentence, the student should respond that it has a naming part and a telling part. If it is not a sentence, the student should explain which part is missing.
   1. yes; has a naming part and a telling part
   2. no; has a naming part only
   3. no; has a telling part only
   4. yes; has a naming part and a telling part

4. Invite a student to come forward and write a sentence that tells about a boy who likes to sing. After the student writes the sentence, have the student identify the naming part and circle it. Then have the student identify the telling part and underline it. Continue with additional students and the prompts below.
   Write a sentence about: a player who gets a new bat; a bunny that wants to hop; a bird that is looking for a feather; a dog and a cat that are friends

5. Remind students that good writers know how to write sentences.

6. Have students write two sentences in their journals to tell about a rainy day. Tell students to circle the naming part and underline the telling part of each sentence.

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**CCSS L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the action movie; The action movie was watched by the little boy).
Expand Simple Sentences

Purpose: To expand simple sentences

Objective: Students will expand simple sentences when writing.

Teacher’s Note: Students should complete the lessons Produce Simple Sentences before completing this lesson.

1. Before the lesson, write each of the words below on an index card, and place all the cards in a bag. You will use this item in Step 4.
   basketball, bat, quietly, scared, brother, busy, carefully, chicken, raccoon, excited,
   frightened, friendly, heavy, slowly, hungry, knock, library, lion, lucky, terrible, trouble,
   unhappy, useful, warm, quickly

2. Say: A sentence is a group of words that is a complete thought. It has a naming part and a telling part. Write this sentence on the board, and read it aloud: The woman climbed. Say: This is a sentence. It is a complete thought.

3. Next, explain: You can add more detail to a sentence. This helps others understand exactly what you mean. Write this sentence on the board: The proud woman climbed a huge mountain. Circle proud and a huge mountain as you say: The details we added to the sentence help others better understand what happened.

4. Write this sentence on the board: The child looked. Invite a student to come forward, choose two cards from the bag you prepared earlier, and read the words aloud. Explain that the student must make the sentence clearer and more interesting by adding these two words in some way to the sentence and writing the new sentence. Have the student read the new sentence aloud and explain how the added details make the sentence clearer and easier to understand.

5. Remind students that good writers know how to add detail to sentences to tell others exactly what they mean.

6. Write this sentence on the board: The boy has a dog. Tell students to write a sentence in their journals that adds interesting details to the sentence you have written.

CCSS L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the action movie; The action movie was watched by the little boy).
Rearrange Simple Sentences

**Purpose:** To rearrange simple sentences

**Objective:** Students will rearrange simple sentences when writing.

**Teacher’s Note:** Students should complete the lessons Produce Simple Sentences and Expand Simple Sentences before this lesson.

1. **Say:** When you write sentences, you want to be sure you are saying exactly what you mean. And you want your sentences to be clear and smooth for the reader. Write this sentence on the board: *The book was read by the boy.* Read the sentence aloud. Then say: *We can make this sentence better. We can make it clearer and smoother for the reader by doing two things. We can move the words within the sentence. And we can take out words that do not help the reader understand the sentence.*

2. Below the sentence you wrote in Step 1, write *The boy read the book.* Read the sentence aloud. Then say: *We moved the words around in the sentence. We put the naming part at the beginning, so we could tell right away that the boy was doing the action.* Write a large X over the word *was* in the first sentence as you say: *And we took out the word *was*. The word *was* does not clearly and smoothly tell the action the boy took.* Circle the word *read* in the second sentence as you say: *But the word *read* in the second sentence does clearly and smoothly tell the action the boy took.*

3. Write these sentences in a column on the board: *The dog was watched by the boy. The song was sung by Maria. The game was played by the children.* Ask a student to come forward and choose one of the three sentences to rewrite. Tell the student to move words around in the sentence and take out a word to make the sentence clearer and better. *(The boy watched the dog. Maria sang the song. The children played the game.)* After the student chooses and rewrites a sentence, ask: *How did you change the sentence to make it better? (put the naming part at the beginning; took out the word *was*) Ask the class: Why is the new sentence better than the other sentences in the list? (The new sentence lets the reader know at the beginning exactly who is doing the action; the new sentence takes out the word *was*, which does not help the reader understand the action in the sentence.)*

4. Invite students to come forward to correct the other two sentences. Afterward, discuss each sentence, having students explain how the sentence was improved.

5. Remind students that good writers know how move words around in sentences and take words out of sentences to make them clearer and smoother.

6. Write this sentence on the board: *The door was closed by the teacher.* Tell students to make this sentence clearer and smoother and to write the new sentence in their journals.

**CCSS L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the action movie; The action movie was watched by the little boy*).
Produce Compound Sentences

Purpose: To produce compound sentences

Objective: Students will read and write compound sentences.

1. Say: When you write, you want your sentences to be interesting and to make sense. Sometimes, you can put two sentences together to show how the ideas in the sentences fit together. Write these sentences on the board: He lost his coat. He bought a new one.

2. Build on the instruction in Step 1 as you say: You can put these sentences together to write a new sentence, so the new sentence will show how the ideas fit together. Write this sentence on the board: He lost his coat, so he bought a new one. Circle the comma, and identify it as a comma. Underline the word so, and explain: When you put two sentences together with the word so, you must use this mark, a comma, before the word so.

3. Have a student come forward and combine these sentences using the word and: He felt frightened. He ran. (He felt frightened, and he ran.) Have the student circle the comma and underline the word and. Continue with another student and this sentence pair: The dog pulled. The boy let go of the toy. (The dog pulled, and the boy let go of the toy.)

4. Remind students that good writers know how to put sentences together to write new sentences that are clearer and more interesting.

5. Provide this sentence pair on the board: The duck quacked. The child ran away. Read the sentences aloud. Then tell students to write a new sentence in their journals combining these sentences using the word and.

CCSS L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the action movie; The action movie was watched by the little boy).
**Expand Compound Sentences**

**Purpose:** To expand compound sentences

**Objective:** Students will expand compound sentences when writing.

**Teacher’s Note:** Students should complete the lesson Produce Compound Sentences before this lesson.

1. Remind students that they can put two sentences together to show how the ideas in the sentences fit and make sense together. Write these sentences on the board: *The dog is sad. He cries.* To remind students, say: *We can put these sentences together to show how the ideas fit and make sense.* Write the new sentence: *The dog was sad, and he cried.*

2. Read aloud the new sentence in Step 1 and say: *You can add details to this sentence to help the reader understand exactly what you mean.* Write this sentence on the board: *The tiny dog was sad, and he cried softly.* Circle the words *tiny* and *softly*, and ask students how these new details help make the sentence clearer and more interesting.

3. Write this sentence on the board: *The cat slept, and the children played.* Say: *We can add more detail to this sentence to help others understand exactly what we mean.* Write this sentence on the board: *The cat slept calmly, and the children played quietly.* Circle *calmly* and *quietly* as you say: *The details we added to the sentence help others better understand what happened.*

4. Write this sentence on the board: *The boy walked, and he arrived home.* Read the sentence aloud, and ask: *How could you add details to the sentence to make it clearer and more interesting?* (Possible response: *The happy boy walked quickly, and he soon arrived home.*) Repeat the routine with another student and this sentence: *The chick peeped, and the mother hen came.* (Possible response: *The tiny chick peeped loudly, and the mother hen came quickly.*)

5. Remind students that good writers know how to add detail to sentences to tell others exactly what they mean.

6. Write this sentence on the board: *The dog barked, and the cat ran.* Tell students to write a sentence in their journals that adds interesting details to the sentence you have written.

**CCSS L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the action movie; The action movie was watched by the little boy*).
Rearrange Compound Sentences

**Purpose:** To rearrange compound sentences

**Objective:** Students will rearrange compound sentences when writing.

**Teacher’s Note:** Students should complete the lessons Produce Compound Sentences and Expand Compound Sentences before completing this lesson.

1. **Say:** When you write sentences, you want to be sure that you are saying exactly what you mean. You want your sentences to be clear and easy to read. Write this sentence on the board: The bat was grabbed by Jan, and the ball was thrown by Pat. Read the sentence aloud. Then say: We can make this sentence better. We can make it clearer and smoother for the reader by doing two things. We can move the words within the sentence. And we can take out words that do not help the reader understand the sentence.

2. Below the sentence you wrote in Step 1, write: Jan grabbed the bat, and Pat threw the ball. Read the sentence aloud. Say: We moved the words around in the sentence. We moved the naming parts, so we could read them before we read the action parts. We could tell right away that Jan grabbed the bat. And we could tell right away that Pat threw the ball. Write a large X over the word was both times it appears in the first sentence. Say: And we took out the word was. The word was does not clearly and smoothly tell the action. Circle the words grabbed and threw as you say: The words grabbed and threw do clearly tell the action.

3. Write these sentences in a column on the board: Lin was called by Sue, and Sue was asking questions. The bunny was hugged by Dan, and the food was given by Will. Ask a student to come forward and choose one of the two sentences to rewrite. Tell the student to move words around in the sentence and take out words to make the sentence clearer and better. (Sue called Lin, and Sue asked questions. Dan hugged the bunny, and Will gave the food.) After the student chooses and rewrites a sentence, ask: How did you change the sentence to make it better? (moved the naming parts; took out the word was) Ask the class: Why is the new sentence better? (The new sentence lets the reader know right away who is doing the action; the new sentence takes out the word was because it does not help the reader understand the action in the sentence.)

4. Invite a student to come forward to correct the other sentence. Afterward, discuss the changes, having the student explain how the sentence was improved.

5. Remind students that good writers know how to move words around in sentences and take words out of sentences to make the sentences clearer and smoother.

6. Write this sentence on the board: The coat was worn by the girl, and the hat was worn by the boy. Tell students to make this sentence clearer and smoother and to write the new sentence in their journals.

**CCSS L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the action movie; The action movie was watched by the little boy).
**Capitalize Holidays**

**Purpose:** To capitalize holidays

**Objective:** Students will capitalize holidays when writing.

1. **Say:** You know that nouns name people, places, and things. Nouns that name holidays always begin with a capital letter. Write Thanksgiving on the board. Read the word aloud, and have students repeat. Point out that the word Thanksgiving begins with a capital letter.

2. Write this sentence on the board: We will visit my grandmother on Thanksgiving. Circle the word Thanksgiving, and ask: Is Thanksgiving the first word in the sentence? (no) Then why does it begin with a capital letter? (It is a holiday, and a holiday begins with a capital letter, no matter where it is in a sentence.)

3. Write these holiday names in a column on the board: Columbus Day, Thanksgiving, Labor Day, Arbor Day, New Year’s Day, Valentine’s Day, Veterans Day. Briefly discuss each holiday and the reason it is celebrated. Point out that some holiday names are two words. Explain that both words in a holiday name must always begin with a capital letter.

4. Invite a student to come forward and write a sentence that includes the first holiday on the list. Have the student read the sentence aloud. Then ask: Why does the word Columbus begin with a capital letter? (It is part of the name of a holiday, so it always begins with a capital letter.) Why does the word Day in Columbus Day begin with a capital letter? (It is part of the name of the holiday, so it always begins with a capital letter.) As time allows, repeat the routine with additional holidays from the list.

5. Remind students that good writers begin all words in a holiday name with a capital letter.

6. Tell students to write a sentence in their journals about something fun they have done on a holiday. Tell them to circle the holiday name.

**CCSS L.2.2a** Capitalize holidays, product names, and geographic names.
Capitalize Product Names

**Purpose:** To capitalize product names

**Objective:** Students will capitalize product names when writing.

1. **Say:** You know that nouns name people, places, and things. Some nouns always begin with a capital letter. Tell students that the names of specific things they buy that are made by a company must begin with a capital letter. Write this sentence on the board: *I bought a toy.* **Explain:** This is not a specific toy, so it does not begin with a capital letter. But imagine that the Super Toy Company makes a toy called Super Ball. There are many toys, but there is only one Super Ball. Write Super Ball on the board and say: *This is the name of a specific toy, so all the words in the toy’s name begin with a capital letter.*

2. To build on the instruction in Step 1, write this sentence on the board: *My aunt gave me a Super Ball for my birthday.* Circle the phrase Super Ball, and ask: Is Super the first word in the sentence? (no) Then why does it begin with a capital letter? (It is a specific thing to buy, and a specific thing to buy begins with a capital letter, no matter where it is in a sentence.) Why does the word Ball begin with a capital letter? (It is part of the name of a specific thing to buy, so it must also begin with a capital letter.)

3. Invite a volunteer to come forward and perform a very brief advertising commercial for a brand of cereal that the student has seen at home or in a store. Tell the student to give reasons why people should buy it. After the student performs the commercial, ask him or her to write the name of the cereal, making sure to capitalize it. Help the student with spelling as needed. Then have the student write a sentence to tell about the cereal. Make certain the name of the cereal is capitalized, and point out the capitalization in the sentence.

4. Remind students that good writers capitalize the names of products.

5. Tell students to write a sentence in their journals about a specific product they have bought or would like to buy. Tell them to circle the name of the item.

**CCSS L.2.2a** Capitalize holidays, product names, and geographic names.
Capitalize Geographic Names

**Purpose:** To capitalize geographic names

**Objective:** Students will capitalize geographic names when writing.

1. **Say:** You know that nouns name people, places, and things. Some nouns, like the names of specific places, always begin with a capital letter. Write the word **state** on the board. Then write the name of the state where your school is located. Read the words aloud. **Say:** The word **state** does not begin with a capital letter because it names any state. But the name of our state does begin with a capital letter because it names a specific state. Write this sentence on the board: Our school is in [state name]. Circle the capital letter, and point out that the name of the state does not begin the sentence, but the name still begins with a capital letter.

2. Write the word **country** on the board. Below the word **country**, write **United States**. Read each aloud. Then **ask:** Does the word **country** begin with a capital letter? (no) Why not? (because it names any country, not a specific country) Does the country name **United States** begin with a capital letter? (yes) Why? (because it names a specific country) Point out that both words in the name must begin with a capital letter. Circle the capital letters.

3. Write these geographical locations in a column on the board: **Lake Erie, Ohio, Maple Lane**. Have students come forward to write a sentence that includes each of these place names. Ask why the name of the place begins with a capital letter. (It names a specific lake, state, street.) Have the students circle the capital letters.

4. Invite a student to come forward and write a sentence that includes the name of the street where your school is located. Have the student circle the capital letters and explain why the words begin with a capital letter. (because the words name a specific street)

5. Remind students that good writers begin all words in the name of a specific place with a capital letter.

6. Tell students to write a sentence in their journals about the town where the school is located. Tell them to circle the capital letter(s) in the name of the town.

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CCSS L.2.2a Capitalize holidays, product names, and geographic names.
Commats in Letter Greetings

Purpose: To use commas in greetings of letters

Objective: Students will write commas in greetings of letters.

1. Before the lesson, write a short letter on the board. The letter should include a greeting followed by a comma, a short body, and a closing with the comma appropriately placed.

2. Say: This is a letter. A letter has parts. One part of the letter is the greeting. This is the part of the letter where you begin. Point out the greeting in the letter you have written.

3. Build on the instruction in Step 2. Say: The greeting begins with the word Dear. Then you write the name of the person you are writing to. If you are writing to a friend or family member, you write a comma after the name. Circle the comma in the greeting.

4. Invite a volunteer to come forward. Tell the volunteer you will dictate a letter greeting for a letter to a friend. Have the student write the greeting on the board. Say: This is the greeting in a letter to a friend: Dear Bob. If the student fails to write a comma after the name Bob, remind the student to write the comma. Have the student circle the comma. Ask: Why does a comma belong there? (because a comma follows the greeting in a letter to a friend)

5. Remind students that good writers write a comma after the greeting in a letter to a friend or family member.

6. Tell students to write a greeting in their journals that they would write in a letter to a friend or family member. Tell them to circle the comma in the greeting.

CCSS L.2.2b Use commas in greetings and closings of lessons.
Commas in Letter Closings

**Purpose:** To use commas in closings of letters

**Objective:** Students will write commas in closings of letters.

1. Before the lesson, write a short letter on the board. Include a greeting followed by a comma, a short body, and a closing with the comma appropriately placed. Use the following for the closing:
   
   *Your friend,*
   
   *Pablo*

2. **Say:** *This is a letter. A letter has parts. One part of the letter is the closing. This is the part where you end the letter.* Point out the closing in the letter you have written.

3. **Say:** *People can write different closings. One closing is Your friend. There are two lines in a closing. You write a comma at the end of the first line of the closing.* Circle the comma in the closing.

4. Invite a volunteer to come forward. Tell the volunteer you will dictate the closing of a letter. Have the student write the closing on the board. **Say:** *This is the closing in the letter: Your friend (pause) Jan.* If the student fails to write a comma after the first line of the closing, remind the student to write the comma. Ask the student to circle the comma. **Ask:** *Why does a comma belong there?* (because a comma follows the first line in the closing of a letter)

5. Remind students that good writers write a comma after the first line of a closing.

6. Tell students to write a closing in their journals that they would write in a letter to a friend. Tell them to circle the comma in the closing.

**CCSS L.2.2b** Use commas in greetings and closings of lessons.
Apostrophes in Contractions

**Purpose:** To use apostrophes in contractions

**Objective:** Students will recognize and write apostrophes in contractions.

1. **Say:** You can put two short words together to form a contraction. Write do not on the board. Below do not, write don’t. Circle the apostrophe, and have students repeat: *apostrophe.* **Say:** You use an apostrophe to take the place of one or more letters when you put the words together. Point out that the o in not was taken out when the words do and not were put together, and the apostrophe takes the place of the o.

2. Write these words on the board: is not. Below is not, write isn’t, and identify the word as a contraction. Circle the apostrophe. **Ask:** Why did I write the apostrophe in the word isn’t? (The apostrophe takes the place of the letter o in not.)

3. Continue the routine from Step 3 by having students come forward to form contractions from the following: did not (didn’t), have not (haven’t), was not (wasn’t). Make certain students circle the apostrophe, read aloud the new word, identify the new word as a contraction, and explain why the apostrophe was placed in the new word.

4. Remind students that good writers know how to use an apostrophe to form a contraction when they put words together.

5. Tell students to write two sentences in their journals about the weather. Tell them to include a contraction in each sentence and to circle the apostrophe in each contraction.

**CCSS L.2.2c** Use an apostrophe to form contractions and frequently occurring possessives.
Apostrophes in Possessives

**Purpose:** To use apostrophes in frequently occurring possessives

**Objective:** Students will recognize and write apostrophes in frequently occurring possessives.

1. **Say:** You know that a noun names a person, place, or thing. Some kinds of nouns can show that someone has something. Write these sentences on the board and read them aloud, having students repeat: *The teacher has a pencil. It is the teacher’s pencil.* Circle the apostrophe as you name it. Have the class repeat: apostrophe. **Say:** The apostrophe and letter *s* after the noun show that the teacher has the pencil.

2. Write this possessive: *dog’s food.* **Ask:** Who has the food? *(The dog has the food.)* Continue the routine with the following: *cat’s toy, mother’s job, brother’s book, aunt’s car.*

3. Write the sentence pairs below, and ask a student to come forward to complete the second sentence in each pair. Then have the student identify and circle the apostrophe and read both sentences in the pair. Tell the student to explain why the second sentence has an apostrophe.
   - *The child has a wagon.*   *It is the __________ wagon.* *(child’s)*
   - *The boy has a balloon.*   *It is the __________ balloon.* *(boy’s)*

4. **Explain:** If you are writing about one person, place, or thing, you write the apostrophe before the letter *s.* If you are writing about more than one person, place, or thing, you write the apostrophe after the letter *s.* Write the following phrases on the board: *dog’s food, dogs’ food.* Point to the first phrase, and **say:** *Only one dog has this food, so the apostrophe belongs before the s.* Point to the second phrase, and **say:** *Two or more dogs have this food, so the apostrophe belongs after the s.*

5. Remind students that good readers and writers can read and write nouns with apostrophes to show that someone has something.

6. Have students write a sentence in their journals to tell about something a family member has. Tell them to circle the apostrophe in the sentence.

**CCSS L.2.2c** Use an apostrophe to form contractions and frequently occurring possessives.
Identify Formal and Informal Uses of English

**Purpose:** To identify formal and informal uses of English

**Objective:** Students will recognize and write examples of formal and informal uses of English.

1. Before the lesson, locate a student paper that includes only content appropriate for schoolwork. This may be an actual student’s paper or one included in your instructional materials. You will read excerpts from this paper in Step 4.

2. **Say:** There is language we use when we are speaking to each other. For example, we might say “Hi, how’s it going? What’s up? What’s going on?” Write these sentences on the board.

3. Next, **say:** There is a kind of language we use when we are writing for schoolwork. Write these sentences, and read each aloud:
   - *This is an excellent book.*
   - *The pictures helped me understand.*
   - *The author thought about the people in the book.*

4. Explain that you will read aloud from a student’s paper, one that offers a good example of language that is acceptable for schoolwork. Read aloud from the student’s paper. Then comment on specific sentences and explain why they are acceptable for schoolwork.

5. After students have read your examples of acceptable language in Step 3 and listened to excerpts from the student’s paper, ask them to offer additional sentences that would be acceptable for schoolwork. Have students come forward to add these sentences to the list you began in Step 3.

6. Remind students that good writers know how to write sentences that are acceptable for schoolwork.

7. Have students write a sentence in their journals that would be acceptable in a school paper about a book they have read.
Compare Formal and Informal Uses of English

**Purpose:** To compare formal and informal uses of English

**Objective:** Students will compare and write examples of formal and informal uses of English.

**Teacher’s Note:** Students should complete the lesson Identify Formal and Informal Uses of English before completing this lesson.

1. Before the lesson, find a student paper that includes a mix of language that is and is not appropriate for schoolwork. This may be an actual student paper or an example from your instructional materials. If it is a student paper, it should be from a previous school year or a different class to avoid embarrassing a student as you read from the paper.

2. Say: *The kind of language that we use for school papers is not the same kind of language we usually use to speak to friends and family members.* Write these sentences on the board:
   - Wow, that’s cool!
   - This is an interesting book.
   
   **Explain:** The first sentence is a sentence someone might use to speak to a friend, but that language would not be the right language to use in a school paper. It is not acceptable for schoolwork. The second sentence is the right language for schoolwork.

3. Write these sentences on the board, and read them aloud:
   - The first page told about the boy and his friend.
   - Gee, I just couldn’t believe what he said.
   
   Have students explain which sentence would be acceptable to write in a paper for school. (the first sentence)

4. Invite a student to come forward and write two sentences: one that would be acceptable for a school paper and one that would not. For the second sentence, have the student use language that he or she might use when talking to a friend. Have the student read both sentences. Guide the class in discussing the differences in the language in the two sentences.

5. Read aloud excerpts from the paper you located earlier. Have students compare and contrast the statements, identifying those that are acceptable for schoolwork and those that are not.

6. Remind students that good writers know how to write sentences that are acceptable for schoolwork.

7. Have students write two sentences in their journals, one that is acceptable for schoolwork and one that is not. Tell them to circle the sentence that is acceptable for schoolwork.

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CCSS L.2.3a Compare formal and informal uses of English.
Opinion/argument, informative/explanatory, and narrative writing prompts for each week of instruction

Writing to Sources

- Provides authentic practice for standardized writing assessments
- Requires students to engage directly with texts
- Asks students to quote accurately and explicitly from texts
- Provides practice in writing various genres
- Correlates to Common Core and other new state standards