

Unit Title		Estimated Time Frame
Perspectives		31 days
Big Idea		
What does the author say? What do I say?		
Essential Question(s)	Literacy Practices	
<p>How do I determine the central idea of a text?</p> <p>How do I identify the main purpose of a text?</p> <p>How do I describe how reasons support the author's claim?</p> <p>How do I describe the connections between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of an informational text?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. 	
KAS Standards*	Prerequisite Skill/Considerations	Samples of Learning Intentions/ Success Criteria
<p>If a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.</p>		
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Identify, decode and know the meaning</p>	<p>Prerequisite Skills:</p> <p>RF.1.3</p> <p>Considerations:</p> <ul style="list-style-type: none"> • When using authentic texts to introduce a particular phonics element, teach from the whole to the parts. That is, begin a phonics lesson by appreciating the whole 	<p>I am learning how words work when I read and write.</p> <ul style="list-style-type: none"> • I can tell the difference between long vowels and short vowels in one-syllable words. • I can identify the sounds of common vowel teams in words. • I can decode two-syllable words with long vowels.

<p>of words with the most common prefixes and derivational suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>book and then move to the sentence, then from the sentence to the word, and then from the word to letter combinations and letters. Doing so is far more effective than introducing and practicing skills with workbooks or worksheets. Just as it's easier to fill in puzzle pieces after you've seen the entire picture on the cover of a box, it's easier for students to work with letters when they know their place in the meaningful whole. (from Taberski & Burke, 2014).</p> <ul style="list-style-type: none"> • Helping students become familiar with spelling patterns in words enables them to see chunks of words that will make decoding more efficient. Consider ensuring that students know the 37 Dependable Rimes to help them read more fluently and accurately. • Teach students to use phonics along with meaning and syntax (grammar) to figure out words they don't know. At difficulty, you might guide them with a series of prompts. 	<ul style="list-style-type: none"> • I can use common prefixes and suffixes. • I can use the meaning of the prefix/suffix to define the new word. • I can identify words that do not follow common spelling patterns. • I can read words that do not follow common spelling patterns. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.2.2 Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including, but not limited to fables and folktales from diverse cultures.</p>	<p>Prerequisite Skills:</p> <p>With prompting and support:</p> <ul style="list-style-type: none"> • recognize key details from a story or summary (orally, list, draw, label) • understand author's message, lesson learned and/or moral are different ways to convey the same idea • understand key details can assist in determining author's message, lesson learned and/or moral <p>Considerations: Summary may be provided, written by the teacher, or co-created with students.</p>	<p>I am learning to determine the author's message, lesson learned and/or moral by using implicit and explicit information.</p> <ul style="list-style-type: none"> • I can ask questions about what I read to help me understand the story. • I can answer questions about what I read to help me understand the story. • I can think about what I already know and about what I read to make inferences about the text. • I can find evidence in the text to support my inferences. • I can make and support logical inferences to construct meaning from the text. • <i>*Success Criteria for additional parts of standards will need to be developed in</i>

		PLCs.
<p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p>	<p>Prerequisite Skills: With prompting and support...</p> <ul style="list-style-type: none"> ● understand text is written with a purpose (inform, persuade, entertain) ● understand that a central idea can be inferred from the key details in a text (the point the author wants you to remember most) ● understand that a summary is composed of the key details ● recognize key details from a text or summary (distinguishing key details from extraneous details) ● from the key details, demonstrate understanding of the central idea in the text ● understand how key details in a text relate to the central idea <p>Considerations: Summary may be provided, written by the teacher, or co-created with students.</p>	<p>I am learning to determine the central idea by using implicit and explicit information.</p> <ul style="list-style-type: none"> ● I can identify explicit information in an informational text. ● I can identify implicit information in an informational text. ● I can distinguish between implicit and explicit information. ● I can determine the central idea. ● I can use explicit and implicit information to support the central idea. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p>	<p>Prerequisite Skills: Identify the connection between individuals, events, ideas or pieces of information over the course of a text.</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Help students determine why something happened as it did. This will help them begin to identify cause/effect relationships between concepts, people, and events. ● Model thinking aloud and making connections as you read aloud from informational texts. Students will need scaffolding and support with this concept. Students will gain confidence as they work toward mastery throughout the year. 	<p>I am learning how ideas in a text are connected.</p> <ul style="list-style-type: none"> ● I can describe how the individuals are connected. ● I can describe how the events in the text are connected. ● I can identify historical events in a text. ● I can describe the relationship between historical events in a text. ● I can identify steps in a process/procedures in a text. ● I can describe the relationship between the steps in a process. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

	<ul style="list-style-type: none"> ● Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> ○ 2.1.Q.1 <i>Ask compelling questions about their communities found in North America.</i> ○ 2.1.Q.2 <i>Identify supporting questions that help answer compelling questions about communities found in North America.</i> 	
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.</p>	<p>Prerequisite Skills: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Considerations: Students may consider these questions:</p> <ul style="list-style-type: none"> ● Why did the author write the text? ● Did the author want me to know everything about this topic? Or just some things? ● Does this text teach me the steps of how to do something? ● Does the author want to share information about a topic that matters to him or her? <p>To help students identify the main purpose of an informational text:</p> <ul style="list-style-type: none"> ● Call students' attention to the title and subtitle, headings, and table of contents for an overview of how the text is organized and what the author wants the reader to know. ● Have students read the "author notes" (if there are any) at the beginning and end of the book. Authors often directly share their purpose and point of view with readers. <p>The author may want to share information and/or express information, but may also want the reader to take action.</p>	<p>I am learning about the author's purpose for writing a text.</p> <ul style="list-style-type: none"> ● I can identify what the text is mostly about. ● I can determine <ul style="list-style-type: none"> ○ what this text teaches me <i>or...</i> ○ how this text makes me feel about a topic. ● I can ask myself questions about what the author wants me to learn/think/feel? <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

<p>RI.2.8 Describe how reasons support specific claims the author makes in a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Identify the claim made by the author ● Identify the reasons the author gives to support the claim ● Identify the ways the author makes his reasons clear (lays foundation for future) <p>Considerations:</p> <ul style="list-style-type: none"> ● The claim is what the author wants a reader to accept as true. The author must, therefore, provide the reader with evidence so they can decide whether the claim is valid, logical, and verifiable. ● While not mentioned specifically in this standard, it is helpful to determine the author's purpose for writing the text (to persuade, inform, or entertain). ● It may also be helpful to discuss with students the ways the author convinces the reader of the claim and reasons. For lesson ideas, see "Tricks of Persuasion" such as examples, illustrations, etc. (see Serravallo, p. 244) examples, illustrations, comparisons, etc.) ● This standard pairs very well with RI.2.3 and C.2.1. 	<p>I am learning to describe how reasons support the author's claim.</p> <ul style="list-style-type: none"> ● I can identify the author's claim and the reasons to support it. ● I can describe how a reason supports the author's claim.
<p>RL/RI.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex <u>literary and informational</u> texts independently and proficiently.</p>	<p>Prerequisite Skills:</p> <p>With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary and informational texts.</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● In order for students to experience success with these standards, they will 	<p>I am learning to comprehend grade-level (or above grade-level) literary/informational texts.</p> <ul style="list-style-type: none"> ● I can monitor my reading to know if it makes sense, sounds right and looks right. ● I can re-read when my reading doesn't make sense, or if I have a question. ● I can ask questions about what I read to help me understand the text. ● I can visualize (make a picture in my mind) about what I'm reading to help me understand the text. ● I can use what I already know (prior

	<p>need many opportunities for massive practice of text reading. In addition to your whole group instruction, students will need teaching, scaffolding, and support in small groups at their instructional reading level. Students must have time for independent reading throughout the day in order to apply the strategies they've learned and to build reading vocabulary and stamina. Students need to learn to monitor their reading for <i>meaning</i>. Be sure to embed monitoring strategies throughout your teaching so that students understand that reading is all about making meaning, not just word calling. Choose a "strategy of the week/month" where you model the strategy. Then, have your students apply the strategy during independent reading and reflect on how that strategy helped them to comprehend their text.</p> <p>Each small-group (guided reading) lesson should focus on a specific comprehension strategy and a specific decoding strategy. Remember to prompt and teach for use of these focus strategies during small-group instruction.</p>	<p>knowledge) to help me understand what I read.</p> <ul style="list-style-type: none"> • I can flexibly use a variety of comprehension strategies to comprehend grade-level literary/informational texts. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational</p>		<p>I am learning to write an opinion piece.</p> <p><u>Composing:</u> <i>With some help,</i></p> <ul style="list-style-type: none"> • I can state my opinion of the topic or text. • I can give reasons to support my opinion. <p><u>Drafting:</u> <i>With some help,</i></p> <ul style="list-style-type: none"> • I can introduce my topic or text. • I can provide an opinion statement.

<p>structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>		<ul style="list-style-type: none"> • I can provide reasons with details to support my opinion using transition words. • I can organize my reasons to support my opinion. <p><u>Editing and Revising:</u> <i>With some help,</i></p> <ul style="list-style-type: none"> • I can add details to my writing/pictures to make my writing better. • With some help, I can make my writing sound better and correct mistakes. <p><u>Publishing:</u> <i>With some help,</i></p> <ul style="list-style-type: none"> • I can compose an opinion piece with an introduction, reasons, and a concluding idea.
<p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p>	<p>Prerequisite Skills: (C.1.2) Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p>	<p>I am learning how to write an informative/explanatory text.</p> <ul style="list-style-type: none"> • I can choose a topic to write about. • I can find information about my topic in books and/or online. <p>I can write a beginning section to</p> <ul style="list-style-type: none"> • introduce my topic. • make my readers interested in my topic. <p>I can write more about my topic using details from books/online:</p> <ul style="list-style-type: none"> • facts • definitions • details <p>I can use transition words like <i>then</i> and <i>next</i> to show I have more to say.</p>

<p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • While we have identified C.2.2 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. • Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing. • This standard is very similar to the first-grade version of the standard. The phrase “using a combination of drawing, dictating...” is missing from the second-grade version. At the beginning of the year, some students may still need to use drawing and dictating as a scaffold. Support students as needed, but keep in mind the goal of independence <i>by the end of the year</i>. • Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student’s stage of writing development, and in deciding what to teach to gradually take the student to a higher level. 	<p>I can write a concluding section to wrap up my piece.</p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Prerequisite Skills: (L.1.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>I am learning how to determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> • I can identify context clues in a sentence and use them to determine the meaning of unknown words and phrases.

- b. Determine the meaning of the new word formed when a known prefix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
- f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Identify common affixes and how they change the meaning of a word.
- c. With guidance and support, identify frequently occurring root words and their inflectional forms.
- d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Considerations:

Research shows that we learn words that matter to us...students are not likely to remember words unless we link word learning to meaningful, pleasurable, and personal experiences, such as word games, writing, and of course, daily read-alouds. (Taberski & Burke, 2014).

- I can figure out the meaning of the new word by thinking about the root word and the prefix.
- I can identify the individual words/parts of the compound word and what the compound word might mean as a whole.
- I can use a glossary or dictionary to help me understand the meaning of new words.

**Success Criteria for additional parts of standards will need to be developed in PLCs.*

Essential Vocabulary

author's message- the meaning or message about a story that the author wants you to know

central idea- the author's main message about a text; the author often states the central idea in the introduction and/or the conclusion of the text

claim(s)- what the author wants the reader to accept as true

connection- how ideas fit together; how they are related

diverse cultures- from different lifestyles and backgrounds, including from other countries

event- something that has happened; an incident, especially one that is particularly important, interesting, exciting, or unusual

explicit information- information that is clear and directly stated by the author; information that is "right there" in the text

fable- a short tale or story that teaches a lesson; the characters in fables are often animals who speak and act like people

folktale- a short story that has been told again and again for many years among a group of people

historical event- something important that happened in the past

idea- a thought or a picture in someone's mind; thoughts that the author wants the reader to know

implicit information- information that is not directly stated by the author; readers must look for clues within the text, along with what they already know, to use implicit information within the text

individual- a person

informative text- a text that provides information about a topic

lesson learned- when a character gains new knowledge through experiences

main purpose of a text- the reason an author wrote a text; often, a writer writes a non-fiction text either to inform, to persuade, or to entertain

moral- the lesson the reader learns

pieces of information- things the author wants to teach in a non-fiction text

reasons- facts that help explain why an opinion is valid

Supporting Standards

RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Orally read grade-level text fluently on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.

RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.

HW.2.1 Introduce formation of all upper- and lowercase cursive letters.

C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

C.2.5 Conduct shared research and writing projects that build knowledge about a topic.

C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.

L.2.1 In writing or speaking, demonstrate appropriate use of:

- a. collective nouns.
- b. frequently occurring irregular nouns.
- c. reflexive pronouns.
- d. past tense of frequently occurring irregular verbs.
- e. adjectives and adverbs in sentence formation.
- f. producing, expanding and rearranging complete simple and compound sentences.

L.2.2 When writing:

- a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.
- b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).
- c. Use apostrophe to form contractions and possessives.
- d. Generalize spelling patterns.
- e. Use reference materials to self-check and correct spelling.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

- a. Compare formal and informal uses of English.

Summative Assessment

School Unit Assessment– Essential and Supporting Standards

Anchor Text(s)

Wonders

Turtle, Turtle, Watch Out! (Informational, Unit 2, Week 3)

How the Beetle Got Her Colors (Fiction, Unit 4, Week 4)

My World (Social Studies

Savvas- Chapter 3, Lesson 2: Our Government

Amplify

Gary's Sand Journal (1.4)

Additional Texts

At Home in the River (Wonders Anthology, Unit 2, Week 3) (pair with *Turtle, Turtle, Watch Out!*)

How the Finch Got Its Colors (Wonders Anthology, Unit 4, Week 4)

The Golden Flower: A Taino Myth from Puerto Rico (Wonders Anthology, Unit 6, Week1)

The Woodcutter's Gift (Wonders Anthology, Unit 5, Week 4)

Other Resources

Mentor Texts for Opinion Writing:

Don't Feed the Bear by Kathleen Doherty

Don't Let the Pigeon Drive the Bus by Mo Willems

The Perfect Pet by Margie Palatini

Be Glad Your Dad is Not An Octopus by Matthew Logelin

Earrings! by Judith Viorst

I Hate My Cats (A Love Story) by Davide Cali

I Can Be Anything, Don't Tell Me I Can't by Diane Dillon

Rise Up and Write It by Nandini Ahuja

What Can a Citizen Do? by Dave Eggers

Dr. Coo and the Pigeon Protest by Sarah Hampson

The Great Kapok Tree by Lynne Cherry

Mentor Texts for Informational/Explanatory Writing:

Bugs Are Insects by Anne Rockwell

The Sun and the Moon by Carolyn Cinami DeCristofano

Starfish by Edith Thacher Hurd

How to Tie Your Shoes by Cottage Door Press

Everyone Can Learn to Ride a Bicycle by Chris Raschka

Building a House by Byron Barton

How to Teach a Slug to Read by Susan Pearson

The Brilliant Deep by Kate Messner

Now You Know How it Works by Valorie Fisher

Red Alert! Endangered Animals Around the World by Catherine Barr

How a House is Built by Gail Gibbons

Big Blue Whale by Nicola Davies

Let's Go Rock Collecting by Roma Gans

Chickenology: The Ultimate Encyclopedia by Camilla Pintonato

[2nd Grade Social Studies / Reading Connection](#)**Consider integrating the following Kentucky SS Inquiry standards into this unit:****Communicating Conclusions**

2.I.CC.1: Construct an explanation, using correct sequence and relevant information to provide information about a community in North America.

2.I.CC.2: Construct an argument with reasons and details to address a civic issue on a community in North America.

Using Evidence

2.I.U.E.3: Identify a primary and secondary source, and explain

- who created it
- when they created it
- where they created it
- why they created it

2.I.U.E.4: Construct responses to compelling and supporting questions, using reasoning, examples and details about the diversity of communities in North America.

[2nd Grade Multicultural Books](#)[The Reading Strategies Book](#) by Jennifer Seravallo

7.1 Notice a Pattern and Give Advice

7.2 The Difference Between Plot and Theme

7.4 What Can Characters Teach Us?

7.6 What Are You Left With?

7.7 Mistakes Can Lead to Lessons

- 7.11 Book-to-Book Connections
- 8.2 Notice What Repeats
- 8.3 Topic/Subtopic/Details
- 8.10 What Does the Author Say? What Do I Say?
- 8.12 Track Down Opinion Clues in Solutions
- 8.13 Opinion-Reasons-Evidence
- 8.20 Determining Author's Purpose, Point of View
- 8.22 Tricks of Persuasion

[The Writing Strategies Book](#) by Jennifer Seravallo

- 3.7 Writing to Change the World!
- 3.11 Mine Mentor Texts for Topics
- 6.17 Research from People (Interviews)
- 6.18 Keeping a Research Notebook
- 6.19 Read, Sketch, Stretch
- 6.22 Support Your Facts
- 6.23 Partner Facts: Ask Yourself, "How?"

[Lucy Calkins Information Writing Checklist Second Grade](#)

[Lucy Calkins Opinion Writing Checklist Second Grade](#)