

Grade Two English Language Arts

Unit 1 Writing

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| Subject(s) | Writing Language Arts |
| Unit of Study | Building a Community of Writers – Unit 1 |
| Pacing | 20 instructional days |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.7 PARTICIPATE in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCR.2.W.8 RECALL information from experiences or gather information from provided sources to answer a question.
CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCR.2.SL.4 TELL a story or **RECOUNT** an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
CCR.2.SL.5 CREATE audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification
CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
CCR.2.L.3a COMPARE formal and informal uses of English.

Grade Two English Language Arts

Unit 1 Writing

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|--|--|----------------------------|
| W.7 <ul style="list-style-type: none"> Research Writing Projects | W.7 PARTICIPATE (in shared research and <u>writing projects</u>) | 2,3,6 |
| W.8 <ul style="list-style-type: none"> Information Experiences Sources | W.8 RECALL (information from experiences or gather information from provided sources to answer a question) | 1 |
| SL.3 <ul style="list-style-type: none"> Topic When things do not make sense | SL.3 ASK and ANSWER (questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue) | 4,3 |
| SL.4 <ul style="list-style-type: none"> How to recount Relevant facts Descriptive details Sentences | SL.4 TELL (a story) RECOUNT (an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences) | 1 2 |
| L.3a <ul style="list-style-type: none"> Formal English Informal English | L.3a COMPARE (formal and informal uses of English) | 4 |

Grade Two English Language Arts

Unit 1 Writing

| Essential Questions | Corresponding Big Ideas |
|--|--|
| <ol style="list-style-type: none">1. What makes collaboration meaningful?2. How can I use visual displays to help me communicate what I am writing about? | <ol style="list-style-type: none">1. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.2. Presentation of ideas is improved through appropriate organization and style including the use of visuals and appropriate language. |

| Learning Activities |
|--|
| <p>Focus of Unit</p> <ul style="list-style-type: none">• Developing good habits of writing• Recalling information and gathering information from sources• Comparing formal and Informal English <p>Activities</p> <p>Notes:</p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing: How Writer's Work</i> will build a strong foundation for a Writing environment including the creation of routines, rituals and resources. In Unit 1, students will discover various ways to get ideas for their own writing using a selection of mentor texts. Students will generate ideas for writing as they begin to draft a story. Students will revise and then edit their work for spelling, punctuation and grammar in order to bring their piece to final publication. Finally, students will learn publishing techniques that can be used throughout the school year and reflect on their writing as part of the writing process. Conferring and sharing will take place as needed throughout the unit. <u>Student Performance Checklist: pages 76-77, Where Are My Students in the Writing Process (Formative Process): pages 78-79, and Narrative Writing Rubric pages 80-81.</u>3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text Tier II (words that appear frequently across many domains and are found in many complex texts) and Tier III (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4 and 5 of the How Writer's Work writing unit. These words should be incorporated into writing instruction. Teachers may choose to replace mentor texts with alternative titles. |

Grade Two English Language Arts

Unit 1 Writing

4. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the How Writer's Work unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. Additional writing time should be provided to students during the literacy block. ELL and extension activities are noted within each of the lessons.
- Follow Immersion Lessons from *Fundamentals of Writing: How Writer's Work* Pages 19-40 (**Note:** Mentor Text Summaries can be found on pages 17-18. Teachers may substitute mentor texts)
 - *A Writer's Life*: Models for students how an author began her writing career. (Author: A True Story by Helen Lester)
 - *Holding on to Memories*: Demonstrates for students how authors record events in their lives, such as memories, so they are not forgotten. (Fireflies by Julie Brinckloe)
 - *Writing Possibilities*: Models for students how writers use their imaginations to turn what may seem like "nothing" moments into ideas for writing. (Let's Do Nothing by Tony Fucile)
 - *Writer's Motivation and Inspiration*: Shows students how writers need motivation and Inspirations to develop ideas for writing. (The Best Story by Eileen Spinelli)
 - *Writer's "Read" Their World with Notebook in Hand*: Demonstrates for students how to use their writing notebooks to write down what they notice about the world around them. (Nothing Ever Happens on 90th Street by Roni Schotter)

Generating Ideas pages 41-46

- *Generating Ideas I: Memorable Moments*
 - Students will generate ideas for writing by recalling important memories and details.
- *Generating Ideas II: What's In My Heart:*
 - Students will create a journal entry after generating ideas for writing by thinking about people and places that are important to them.

Selecting pages 47-50

- *Selecting: Deciding What Matters Most*
 - Students will select an idea to develop into a published piece to help their stories come alive.

Grade Two English Language Arts

Unit 1 Writing

Collecting pages 51-54

- **Collecting: Gathering More Information**
 - Students will use a variety of writing techniques (i.e., vivid verbs, similes) to develop their writing ideas.

Drafting pages 55-60

- **Drafting: Organization-Putting it All Together**
 - Students will write a draft timeline or outline using the information that has been collected in their notebooks beginning with a *beginning*, *middle* and *end* and then going back and adding more detail.

Revising pages 61-64 (**Note:** Additional Teaching ideas for adding details from *Empowering Writers*)

- **Revising: Making My Message Clear**
 - Students will revise their work by adding more details to support their main ideas.

Editing pages 65-68

- **Editing: Checking Punctuation, Spelling and Grammar.**
 - Students will edit writing using an editing checklist.

Publishing pages 69--72 (**Note:** Provide time during the literacy block for students that want to bring their writing to final publication.)

- **Publishing: Getting Ready for Your Readers:** pages 34-36
 - Students will learn various publishing techniques that will enhance the meanings of their stories (e.g., dedication page, title, illustrations).

Evaluation pages 73-75

- **Self-Reflection**
 - Students will reflect on learning and set goals for future writing.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade Two English Language Arts

Unit 1 Writing

| Vocabulary |
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| <p>Author's Purpose- the reason an author has for writing a selection</p> <p>Collaborate- to work together or cooperate on a task</p> <p>Feeling- an emotion or an opinion</p> <p>Describe- to use words to tell or write about something</p> <p>Description- a statement that describes</p> <p>Draft- the rough sketch of a written piece; to write ideas down on paper</p> <p>Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors</p> <p>Event- a happening in a story</p> <p>Idea- a thought or plan carefully formed in the mind</p> <p>Memory- an experience or event that you can tell about</p> <p>Publish- the final step in the writing process when the writer's share their work with others</p> <p>Punctuation- marks or symbols used to make the meaning of written material clear</p> <p>Recall- to bring back to mind; to remember</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Source- a person, place or thing that provides information</p> <p>Thought- an idea formed in the mind</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic-the main thought of written work</p> <p>Visual display- a presentation that can be viewed</p> |

| Assessment | Performance Task |
|--|------------------|
| <p><u>Formal</u> Student Performance Checklist Narrative or Informational/Explanatory Writing Rubric</p> <p><u>Informal</u> -Anecdotal Notes and Teacher Observations using Formative Assessment Notes</p> | TBD |

Grade Two English Language Arts

Unit 1 Writing

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| <ul style="list-style-type: none"> -Rubrics -Student Writing from Unit Activities -Student Self-Reflection | |
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Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

| Resources | Technology Resources |
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| <p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -<i>Fundamentals of Writing: How Writer's Work and Mentor Texts:</i> <ul style="list-style-type: none"> • <u>Author: A True Story</u> by Helen Lester • <u>The Best Story</u> by Eileen Spinelli • <u>Fireflies</u> by Julie Brinkloe • <u>Let's Do Nothing</u> by Tony Fucile • <u>Nothing Ever Happens on 90th Street</u> by Roni Schotter <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data -<i>Fundamentals of Writing: How Writer's Work</i> -<i>Fundamentals of Grammar</i> | <p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.ronischotter.com</p> <p>www.helenlester.com/index.html</p> <p>www.eileenspinelli.com</p> <p>www.candlewick.com/book_files/0763634409.art.1.pdf</p> |

Grade Two English Language Arts

Unit 1 Writing

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| <ul style="list-style-type: none">-Ledyard High Frequency Word List-<i>Getting Ready to Write</i> by Empowering Writers-<i>Word Matters</i> by Fountas and Pinnell-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik-<i>Sitton Spelling Sourcebook</i> | |
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| Interdisciplinary Connections |
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Grade Two English Language Arts

Unit 2 Writing

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|----------------------|--|
| Subject(s) | Writing Language Arts |
| Unit of Study | Telling a Story with Pictures and Words – Unit 2 |
| Pacing | 20 instructional days |

Overarching Standards (OS)

CCR.1.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.1.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.3 WRITE narratives in which they recount a well-elaborated event or short sequence of events, **INCLUDE** details to describe actions, thoughts, and feelings, **USE** temporal words to signal event order, and **PROVIDE** a sense of closure.

CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing.

CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade Two English Language Arts

Unit 2 Writing

CCR.2.W.8 RECALL information from experiences or GATHER information from provided sources to answer a question.
 CCR.2.L.1a USE collective nouns (e.g., group)
CCR.2.L.1f PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCR.2.L.2a CAPITALIZE holidays, product names, and geographic names.
 CCR.2.L.2b USE commas in greetings and closings of letters.
CCR.2.L.3a COMPARE formal and informal uses of English.

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|--|---|------------------------------|
| W.3 <ul style="list-style-type: none"> Narrative writing Event Sequence of events Details (e.g., actions, thoughts, feelings) Transition/linking words Closing | W.3 WRITE (narratives in which they recount a well-elaborated event or short sequence of events) INCLUDE (details to describe actions, thoughts, and feelings) USE (temporal words to signal event order) PROVIDE (a sense of closure) | 6 3 3 6 |
| W.5 <ul style="list-style-type: none"> Topic How to revise Editing rules | W.5 (With guidance and support from adults and peers) FOCUS (on a topic) STRENGTHEN (writing as needed by revising and editing) | |
| L.2a <ul style="list-style-type: none"> Capitalization rules | L.2a CAPITALIZE (holidays, product names, and geographic names) | |

Grade Two English Language Arts

Unit 2 Writing

| Essential Questions | Corresponding Big Ideas |
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| <ol style="list-style-type: none">1. What is my purpose and how do I develop it?2. What makes a difference: How can I write more clearly?3. Why do the rules of language matter? | <ol style="list-style-type: none">1. Writing should be purposefully focused, organized, detailed and sequenced in a way that clearly communicates the ideas to the reader.2. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened by revision.3. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. |

| Learning Activities |
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| <p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Writing personal narratives with actions, thoughts and feelings• Revising and editing work• Using appropriate capitalization rules <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing: Personal Narrative</i> will focus on teaching students how to tell big and small stories based on their personal lives in a way that is meant to entertain, teach and connect with others. Throughout unit 2, students will build background knowledge and set the intention for drafting their own personal narrative. Students will be required to bring in resources from home throughout the unit to help generate ideas for their writing.3. Due to pacing in this unit, the <i>Fundamentals of Writing Unit: Personal Narrative</i> will be extended into Unit 3 in which students will bring their writing piece to final publication and will be assessed using a Grade 2 Narrative Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 115- |

Grade Two English Language Arts

Unit 2 Writing

- 116) as well as the Formative Assessment Notes when conferencing with students (pages 117-118).
4. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4 and 5 of the Personal Narrative writing unit. These words should be incorporated into writing instruction.
 5. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 6. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.
- Follow Immersion Lessons from *Fundamentals of Writing: Personal Narrative* (**Note:** Teachers may substitute Mentor Texts)
 - *What is Personal Narrative*: Introduces students to exemplary mentor texts that will be used throughout the unit.
 - *The Structure of Personal Narrative*: Students will recount or describe key ideas or details to explore different forms of personal narratives.
 - *Describe It For Me*: Highlights examples from texts that represent “descriptive” writing. **Note:** Teachers may select from one or more of the following texts: My Mountain Song by Shutta Crum, The Days of Ahmed’s Secret by Florence P. Heide and Judith Heide Gilliland, Owl Moon by Jane Yolen or Ma Dear’s Aprons by Patricia McKissack.
 - *Just Picture It?*: Compares and contrasts how illustrations are used to contribute to the tone of a story and add information in order to enhance the text. (The Keeping Quilt by Patricia Polacco and The Day of Ahmed’s Secret by Florence P. Heide and Judith Heide Gilliland)
 - *Let’s Connect*: Demonstrates how personal narratives can help people from different cultures connect through universal themes. (How My Parents Learned to Eat by Ina R. Friedman)

Grade Two English Language Arts

Unit 2 Writing

Generating Ideas: pages 40-58

- *Generating Ideas I: Celebrations and Traditions:*
 - The students will brainstorm a list of ideas for writing.
- *Generating Ideas II: Family Stories:*
 - The students will generate ideas for writing based on their own cultural celebrations and/or traditions.
- *Generating Ideas III: Important Events:*
 - The student will recall important life experiences to help generate ideas for writing.
- *Generating Ideas IV: Recapturing Memories*
 - The student will study a personal photograph to help recapture details of a personal memory.
- *Generating Ideas V: Sharing from the Heart:*
 - The students will write about a personal talent.

Selecting: pages 59-61

- *Selecting: That's A Great Idea:*
 - The students will select and develop a topic from their list of ideas.

Collecting Ideas: pages 62-72

- *Collecting I: Gathering More Information:*
 - The students will collect more details to enhance their story.
- *Collecting II: The Inside Story:*
 - The students will jot down additional thoughts and feelings about a topic.
- *Collecting III: What's the Sense?:*
 - Students will gather sensory details from their memory to strengthen their writing.

Note: The following two lessons are from *Fundamentals of Grammar and Conventions* Unit 1, pages 4- 10.

- Lesson 1: *Saluting Salutations and Closings:*
 - The students will use capital letters and commas in salutations and closings.
- Lesson 2: *The Conventions of Capitalization:*

Grade Two English Language Arts

Unit 2 Writing

- The students will review rules for capitalization (e.g., first word in a sentence, the word “I”, proper nouns, holidays and countries) using an editing checklist.

Drafting: pages 73-85 (continued in LPS Unit 3)

- *Drafting I: Marking Time:*
 - The students will use temporal/transition words and phrases to signal order of events and to plan and draft narrative.
- *Drafting II: The Whole Story:*
 - The students will structure their stories with clear beginning, middle and end using main ideas and supporting details.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author’s Purpose- the reason an author has for writing a selection

Brainstorm- an activity that produces many ideas

Collaborate- to work together or cooperate on a task

Comma- a punctuation mark used to separate words or groups of words in a sentence

Feeling- an emotion or an opinion

Describe- to use words to tell or write about something

Description- a statement that describes

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Elaborate- to give more details

Event- a happening in a story

Idea- a thought or plan carefully formed in the mind

Grade Two English Language Arts

Unit 2 Writing

Memory- an experience or event that you can tell about
Narrative writing- a type of writing that includes a description of events that may or may not be true
Publish- the final step in the writing process when the writer's share their work with others
Punctuation- marks or symbols used to make the meaning of written material clear
Recall- to bring back to mind; to remember
Revise- a step in the writing process used to improve the original draft
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic-the main thought of written work
Transition word/linking word- a word that joins other words or phrases

| Assessment | Performance Task |
|--|------------------|
| <u>Formal</u> -Grade Two Narrative Writing Rubric | TBD |
| <u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student checklist -Student Writing Samples from Unit Activities -Student Self-Assessment | |

| Instructional Strategies |
|---|
| See Appendix A for Additional Instructional Research Based and Differentiated Strategies |

Grade Two English Language Arts

Unit 2 Writing

| Resources | Technology Resources |
|---|--|
| <p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -<i>Fundamentals of Writing</i>: Personal Narrative and Mentor Texts: <ul style="list-style-type: none"> • <u>The Day of Ahmed's Secret</u> by Florence P. Heide and Judith Heide Gilliland • <u>How My Parents Learned to Eat</u> by Ina R. Friedman • <u>Jamaica Louise James</u> by Amy Hest • <u>The Keeping Quilt</u> by Patricia Polacco • <u>Looking Back</u> by Lois Lowry • <u>Ma Dear's Aprons</u> by Patricia McKissack • <u>My Diary from Here to There</u> by Amanda Irma Perez • <u>My Mountain Song</u> by Shutta Crum • <u>Owl Moon</u> by Jane Yolen • <u>Snapshots from the Wedding</u> by Gary Soto <i>Fundamentals of Grammar and Conventions</i> and Mentor Texts <ul style="list-style-type: none"> • <u>First Year Letters</u> by Julie Danneberg <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data -<i>Fundamentals of Writing</i>: Personal Narrative -<i>Fundamentals of Grammar</i> -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik -<i>Sitton Spelling Sourcebook</i> | <p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Narrative Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>Personal web sites for information on personal lives and writing aspirations of authors:</p> <p>www.shutta.com</p> <p>www.loislowry.com</p> <p>www.patriciapolacco.com</p> <p>www.janeyolen.com</p> |

Grade Two English Language Arts

Unit 2 Writing

| Interdisciplinary Connections |
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Grade Two English Language Arts

Unit 3 Writing

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|----------------------|--|
| Subject(s) | Writing Language Arts |
| Unit of Study | Ways to Organize Your Thoughts and Ideas – Unit 3 |
| Pacing | 15 Instructional Days+ 5 days for re-teaching/enrichment |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.3 WRITE narratives in which they recount a well-elaborated event or short sequence of events, **INCLUDE** details to describe actions, thoughts, and feelings, **USE** temporal words to signal event order, and **PROVIDE** a sense of closure.

CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing.

CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.2.W.8 RECALL information from experiences or **GATHER** information from provided sources to answer a question.

Grade Two English Language Arts

Unit 3 Writing

CCR.2.L.1a USE collective nouns (e.g., group).

CCR.2.L.1f PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCR.2.L.2a CAPITALIZE holidays, product names, and geographic names.

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|---|---|----------------------------|
| W.3 <ul style="list-style-type: none"> Narrative writing Event Sequence of events Details (e.g., actions, thoughts, feelings) Transition/linking words Closing | W.3 WRITE (narratives in which they recount a well-elaborated event or short sequence of events) INCLUDE (details to describe actions, thoughts, and feelings) USE (temporal words to signal event order) PROVIDE (a sense of closure) | 6 3 3 2,6 |
| W.5 <ul style="list-style-type: none"> Topic How to revise Editing rules | W.5 (With guidance and support from adults and peers) FOCUS (on a topic) STRENGTHEN (writing as needed by revising and editing) | 4 3,4 |
| L.1a <ul style="list-style-type: none"> Nouns | L.1a USE (collective nouns) | 3 |

Grade Two English Language Arts

Unit 3 Writing

| Essential Questions | Corresponding Big Ideas |
|--|--|
| <ol style="list-style-type: none">1. What is my purpose and how do I develop it?2. What makes a difference: How can I write more clearly?3. Why do the rules of language matter? | <ol style="list-style-type: none">1. Writing should be purposefully focused, organized, detailed and sequenced in a way that clearly communicates the ideas to the reader.2. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened by revision.3. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. |

| Learning Activities |
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| <p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Writing personal narratives with actions, thoughts and feelings• Revising and editing work• Using collective nouns <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing: Personal Narrative</i> will continue in this unit. Students will continue to draft their story, revise and edit their work for spelling, punctuation and grammar in order to bring their piece to final publication. Students will compose an “Author’s Note” for their final product. Final product will be assessed using a Grade 2 Narrative Writing Rubric. Teachers may also continue to use the Student Performance Checklist throughout the unit to measure student achievement (pages 115-116) as well as the Formative Assessment Notes when conferencing with students (pages 117-118).3. The Mentor Texts used throughout the unit as models for student work include Tier II (words that appear frequently across many domains and are found in many complex texts) and Tier III (low frequency technical words that are related to a specific content area) vocabulary words. These can be found on pages 4 and 5 of the Personal Narrative writing unit. These words should be incorporated into writing instruction. |

Grade Two English Language Arts

Unit 3 Writing

4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
5. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.

Drafting: pages 86-90

- *Drafting III: Great Revelations*
 - The students will reveal important ideas that will be added to their draft.

Revising: pages 91-101 (**Note:** Students may work on revisions over several days as this is a critical step in the writing process to improve student writing)

- *Revising I: Say What?*
 - The students will revise their story by adding dialogue.
- *Revising II: The Magic of Voice*
 - The students will reveal their inner feelings, or voice, to their readers.
- *Revising III: A Way With Words*
 - The students will add details to their story using descriptive words to draw the reader's attention.

Editing: pages 102-108

- *Editing I: CUPS Editing Checklist*
 - The students will edit their writing using the CUPS (Capitalization, Usage, Punctuation and Spelling) checklist.
- *Editing II: How Do I Spell?*
 - The students will proofread writing for spelling errors.

The following lesson is from *Fundamentals of Grammar and Conventions* Unit 1.

- Lesson 3: *Nouns and Verbs Work Together:* Pages 11-15
 - The students will use nouns and verbs to enhance their writing. **Note:** Emphasize collective nouns in this lesson.

Grade Two English Language Arts

Unit 3 Writing

Note: Students will need additional time to work on final publication of their narratives as well as self-reflections. This time can be incorporated into the literacy block, during writing workshop time or additional times throughout the day.

Publishing: pages 109-111

- *Publishing: The Author's Note:*
 - The students will write an Author's Note.

Self-reflection (pages 112-114)

- *Evaluation I: My Writing Life:*
 - The students will reflect on their own narrative writing and will set future writing goals.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Collaborate- to work together or cooperate on a task

Collective Noun- a word used to name a group of objects, animals or people as a unit

Feeling- an emotion or an opinion

Describe- to use words to tell or write about something

Description- a statement that describes

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Elaborate- to give more details

Event- a happening in a story

Idea- a thought or plan carefully formed in the mind

Memory- an experience or event that you can tell about

Narrative writing- a type of writing that includes a description of events that may or may not be true

Noun- a part of speech that names a person, place or thing

Grade Two English Language Arts

Unit 3 Writing

Publish- the final step in the writing process when the writer's share their work with others
Punctuation- marks or symbols used to make the meaning of written material clear
Recall- to bring back to mind; to remember
Revise- a step in the writing process used to improve the original draft
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic-the main thought of written work
Transition word/linking word- a word that joins other words or phrases
Verb- a part of speech that expresses action

| Assessment | Performance Task |
|---|------------------|
| Formal -Grade Two Narrative Writing Rubric | TBD |
| Informal -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student checklist -Student Writing Samples from Unit Activities -Student Self-Assessment | |

| Instructional Strategies |
|--|
| See Appendix A for Additional Instructional Research Based and Differentiated Strategies |

| Resources | Technology Resources |
|--|--|
| Instructional -Student Work -Language Arts Addendum -Kidwriting Sound Charts | www.schoolwide.com <ul style="list-style-type: none">• Unit Resources Planning tool• Links and Videos for teachers• Narrative Writing Rubric aligned |

Grade Two English Language Arts

Unit 3 Writing

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|---|--|
| <p>-Whiteboards</p> <p>-<i>Fundamentals of Writing: Personal Narrative and Mentor Texts:</i></p> <ul style="list-style-type: none"> • <u>The Day of Ahmed's Secret</u> by Florence P. Heide and Judith Heide Gilliland • <u>How My Parents Learned to Eat</u> by Ina R. Friedman • <u>Jamaica Louise James</u> by Amy Hest • <u>The Keeping Quilt</u> by Patricia Polacco • <u>Looking Back</u> by Lois Lowry • <u>Ma Dear's Aprons</u> by Patricia McKissack • <u>My Diary from Here to There</u> by Amanda Irma Perez • <u>My Mountain Song</u> by Shutta Crum • <u>Owl Moon</u> by Jane Yolen • <u>Snapshots from the Wedding</u> by Gary Soto <p><i>Fundamentals of Grammar and Conventions and Mentor Texts</i></p> <ul style="list-style-type: none"> • <u>Nouns and Verbs Have a Field Day</u> by Robin Pulver <p>Teacher</p> <p>-Student Assessment Data</p> <p>-<i>Fundamentals of Writing: Personal Narrative</i></p> <p>-<i>Fundamentals of Grammar</i></p> <p>-Ledyard High Frequency Word List</p> <p>-<i>Getting Ready to Write</i> by Empowering Writers</p> <p>-<i>Word Matters</i> by Fountas and Pinnell</p> <p>-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik</p> <p>-<i>Sitton Spelling Sourcebook</i></p> | <p>to CCSS</p> <ul style="list-style-type: none"> • Student Benchmark Exemplars • Digital Appendices <p>Personal web sites for information on personal lives and writing aspirations of authors:</p> <p>www.shutta.com</p> <p>www.loislowry.com</p> <p>www.patriciapolacco.com</p> <p>WWW.janeyolen.com</p> |
|---|--|

Interdisciplinary Connections

Grade Two English Language Arts

Unit 4 Writing

| | |
|----------------------|--|
| Subject(s) | Writing Language Arts |
| Unit of Study | Providing Information with Pictures and Words – Unit 4 |
| Pacing | 20 instructional days+ 5 days for re-teaching/enrichment |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.2 WRITE informative/explanatory texts in which they **INTRODUCE** a topic, **USE** facts and definitions to develop points, and **PROVIDE** a concluding statement or selection.

CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing

CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.2.W.7 **PARTICIPATE** in shared research and writing projects (e.g., read a number of books on a single topic to

Grade Two English Language Arts

Unit 4 Writing

produce a report; record science observations).

CCR.2.W.8 RECALL information from experiences or gather information from provided sources to answer a question.

CCR.2.L.1b. FORM and USE frequently occurring irregular plural nouns.

CCR.2.L.1c USE reflexive pronouns (e.g. myself, ourselves).

CCR.2.L.1f PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCR.2.L.2a CAPITALIZE holidays, product names, and geographic names.

CCR.2.L.2b USE commas in greetings and closings of letters.

CCR.2.L.2e CONSULT reference materials, including beginning dictionaries, as needed to check and correct spellings.

CCR.2.L.3a COMPARE formal and informal uses of English.

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|--|--|----------------------------|
| W.2 <ul style="list-style-type: none"> Informative/explanatory texts Topics Facts Definitions Conclusion | W.2 WRITE (informative/explanatory texts) INTRODUCE (a topic) USE (facts and definitions to develop points) PROVIDE (a concluding statement or selection) | 6 3 3 2,6 |
| W.5 <ul style="list-style-type: none"> Topic How to revise Editing rules | W.5 (With guidance and support from adults and peers) FOCUS (on a topic) STRENGTHEN (writing as needed by revising and editing) | 4 3,4 |
| L.1b <ul style="list-style-type: none"> Irregular plural nouns (e.g., feet, children, teeth, mice, fish) | L.1b FORM/USE (frequently occurring irregular plural nouns) | 3 |

Grade Two English Language Arts

Unit 4 Writing

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|---|--|---|
| L.1c <ul style="list-style-type: none"> Reflexive pronouns (e.g., myself, ourselves) | L.1c USE (reflexive pronouns) | 3 |
|---|--|---|

| Essential Questions | Corresponding Big Ideas |
|---|---|
| <ol style="list-style-type: none"> What is the purpose of writing informative/explanatory texts? Why do the rules of language matter? | <ol style="list-style-type: none"> Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. |

| Learning Activities |
|---|
| <p>Focus of Unit</p> <ul style="list-style-type: none"> Writing informative/explanatory texts using an introduction, supporting details and closing Revising and editing Using irregular plural nouns and reflexive pronouns <p>Activities</p> <p>Notes:</p> <ol style="list-style-type: none"> Follow Sitton Spelling Scope and Sequence The <i>Fundamentals of Writing</i>: Gail Gibbons Author Study will be used in Units 4 and 5. In unit 4, students will read mentor texts written by Gail Gibbons and discuss characteristics of her books. Students will generate ideas for their own writing by thinking about strategies that Gail Gibbons uses when selecting her topics. Students will select a topic to write about and collect information about that topic. Finally, students will begin drafting an informative text about the topics they chose. In unit 5, students will bring their writing piece to final publication and will be assessed using a Grade 2 Informational/Explanatory Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the |

Grade Two English Language Arts

Unit 4 Writing

unit to measure student achievement (pages 117-118) as well as the Formative Assessment Notes when conferencing with students (pages 119-120).

3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 5-11 of the Gail Gibbons writing unit. These words should be incorporated into writing instruction.
 4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 5. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.
- Follow Immersion Lessons from *Fundamentals of Writing: Gail Gibbons Author Study* pages 27-46 (**Note:** Teachers may substitute Mentor Texts)
 - *Introduction to Gail Gibbons*: Previews unit books to introduce students to Gibbons's topics and techniques for writing and drawing.
 - *Recycle!*: Shows students how Gibbons is passionate about her topics. (*Recycle!* by Gail Gibbons)
 - *Sun Up, Sun Down*: Examines how Gibbons researches her topics. (*Sun Up, Sun Down* by Gail Gibbons)
 - *How a House Is Built*: Examines how Gibbons writes and illustrates about what she observes. (*How a House Is Built* by Gail Gibbons)
 - *Nature's Green Umbrella*: Examines how Gibbons uses language and craft to make her books more interesting for readers. (*Nature's Green Umbrella* by Gail Gibbons)

Generating Ideas: pages 47-58

- *Generating Ideas I: Finding the "How" in What You See Every Day*
 - The students will brainstorm a list of everyday objects that they are curious about.
- *Generating Ideas II: What Excites Me?*
 - The students will think about subjects in their world that are interesting to them.

Grade Two English Language Arts

Unit 4 Writing

- *Generating Ideas III: Finding the “Wow!” in Everyday Activities:*
 - The students will generate topics by thinking about everyday activities.

Selecting pages 59-62

- *Selecting an Idea: Which Idea Interests Me the Most?:*
 - The students will select and develop a topic from their list of ideas.

Collecting Ideas: pages 63-78

- *Collecting I: Collecting Like Gail Gibbons*
 - The students will learn about the elements of Gibbons’ collecting process (reading, talking to people, observing or making visits, and making observational drawings) to help them use some of her research strategies.
- *Collecting II: Collecting Like Gail Gibbons – Reading! **Note:** Students may need several days to read and gather information.*
 - The students will read books and a variety of digital sources on a topic to build their knowledge base.
- *Collecting III: Collecting Like Gail Gibbons – Talking and Interviewing*
 - Students will think about whom they can talk to and what they would like to ask.
- *Collecting IV: Collecting Like Gail Gibbons – Observational Drawings*
 - Students will consider observational sketches as a way to enhance their texts.
- *Collecting V: I Have Lots of Notes:*
 - Students will go through their notes and select what they will include in their drafts.

Note: The following **two** lessons are from *Fundamentals of Grammar and Conventions* Unit 3, pages 63 – 70.

- Lesson 5: *When It’s More Than One, It’s Fun!*
 - The students will be introduced to the rules connected to writing plural words and practice applying them.
- Lesson 6: *Practicing Plurals*
 - The students will practice making plurals out of the nouns in their environment.

Grade Two English Language Arts

Unit 4 Writing

Drafting: pages 79-91

- *Drafting I: Organizing My Draft:*
 - Students will examine structure of mentor texts and think about their applications to their own work.
- *Drafting II: How Will It Look?:*
 - The students will sketch out where their illustrations will be in relation to their text.
- *Drafting III: Drafting Extras:*
 - Students will draft the “extras” they want to include in their writing.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author’s Purpose- the reason an author has for writing a selection

Collaborate- to work together or cooperate on a task

Describe- to use words to tell or write about something

Description- a statement that describes

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Elaborate- to give more details

Idea- a thought or plan carefully formed in the mind

Informative text- a selection written to inform

Noun- a part of speech that names a person, place or thing

Plural- the form of a noun that shows more than one person, place or thing

Pronoun- a word that takes the place of a noun

Publish- the final step in the writing process when the writer’s share their work with others

Punctuation- marks or symbols used to make the meaning of written material clear

Recall- to bring back to mind; to remember

Grade Two English Language Arts

Unit 4 Writing

Reflexive pronoun- a pronoun with a suffix of *-self* or *-selves*
Revise- a step in the writing process used to improve the original draft
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic-the main thought of written work

| Assessment | Performance Task |
|---|------------------|
| <u>Formal</u> -Grade Two Informational/Explanatory Writing Rubric <u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student checklist -Student Writing Samples from Unit Activities -Student Self-Assessment | TBD |

| Instructional Strategies |
|--|
| See Appendix A for Additional Instructional Research Based and Differentiated Strategies |

| Resources | Technology Resources |
|--|---|
| <u>Instructional</u> -Student Work -Language Arts Addendum - <i>Kidwriting</i> Sound Charts -Whiteboards - <i>Fundamentals of Writing</i> : Gail Gibbons and Mentor Texts: | www.schoolwide.com <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Narrative Writing Rubric aligned to CCSS • Student Benchmark Exemplars |

Grade Two English Language Arts

Unit 4 Writing

| | |
|---|---|
| <ul style="list-style-type: none"> • <u>Bats</u> • <u>Bicycle Book</u> • <u>Caves and Caverns</u> • <u>How a House is Built</u> • <u>Nature's Green Umbrella</u> • <u>Planet Earth/Inside Out</u> • <u>Recycle!</u> • <u>Sunken Treasure</u> • <u>Sun Up, Sun Down</u> • <u>Zoo</u> <p>-<i>Fundamentals of Grammar and Conventions</i> and Mentor Texts</p> <ul style="list-style-type: none"> • <u>If You Were a Plural Word</u> by Trisha Speed Shaskan <p><u>Teacher</u></p> <p>-Student Assessment Data</p> <p>-<i>Fundamentals of Writing: Gail Gibbons Author Study</i></p> <p>-<i>Fundamentals of Grammar</i></p> <p>-Ledyard High Frequency Word List</p> <p>-<i>Getting Ready to Write</i> by Empowering Writers</p> <p>-<i>Word Matters</i> by Fountas and Pinnell</p> <p>-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik</p> <p>-<i>Sitton Spelling Sourcebook</i></p> | <ul style="list-style-type: none"> • Digital Appendices <p>http://www.gailgibbons.com</p> <p>http://www.readingrockets.org/books/interviews/gibbons</p> <p>http://www.edupaperback.org/showauth.cfm?authid=240t</p> |
| <p style="text-align: center;">Interdisciplinary Connections</p> | |

Grade Two English Language Arts

Unit 5 Writing

| | |
|----------------------|--|
| Subject(s) | Writing Language Arts |
| Unit of Study | Ways to Organize Your Thoughts and Ideas – Unit 5 |
| Pacing | 20 instructional days+ 5 days for re-teaching/enrichment |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.2 WRITE informative/explanatory texts in which they **INTRODUCE** a topic, **USE** facts and definitions to develop points, and **PROVIDE** a concluding statement or selection.
CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing
CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade Two English Language Arts

Unit 5 Writing

CCR.2.W.7 PARTICIPATE in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCR.2.W.8 RECALL information from experiences or gather information from provided sources to answer a question.

CCR.2.L.1c USE reflexive pronouns (e.g. myself, ourselves).

CCR.2.L.1d FORM and USE the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

CCR.2.L.1f PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCR.2.L.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

| Concepts (students need to know) | Skills (students need to be able to do) | Bloom's Taxonomy Levels |
|--|--|----------------------------|
| W.2 <ul style="list-style-type: none"> Informative/explanatory texts Topics Facts Definitions Conclusion | W.2 WRITE (informative/explanatory texts) INTRODUCE (a topic) USE (facts and definitions to develop points) PROVIDE (a concluding statement or selection) | 6 3 3 2,6 |
| W.5 <ul style="list-style-type: none"> Topic How to revise Editing rules | W.5 (With guidance and support from adults and peers) FOCUS (on a topic) STRENGTHEN (writing as needed by revising and editing) | 4 3,4 |
| L.1d <ul style="list-style-type: none"> Irregular verbs (e.g., sat, hid, told) | L.1d FORM/USE (past tense of frequently occurring irregular verbs) | 3 |

Grade Two English Language Arts

Unit 5 Writing

| Essential Questions | Corresponding Big Ideas |
|--|--|
| <ol style="list-style-type: none">1. What is the purpose of writing informative/explanatory texts?2. Why do the rules of language matter? | <ol style="list-style-type: none">1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. |

| Learning Activities |
|--|
| <p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Writing informative/explanatory texts using an introduction, supporting details and closing• Revising and editing• Using irregular verbs <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing</i>: Gail Gibbons Author Study will continue in Unit 5. Students will continue drafting their informative texts and include illustrations to enhance their writing. Students will revise their pieces to be sure they included their own voice, and they will edit their work using an editing checklist. Students will then publish and evaluate their informative pieces, and will be assessed using a Grade 2 Informational/Explanatory Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 115-116) as well as the Formative Assessment Notes when conferencing with students (pages 117-118).3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text Tier II (words that appear frequently across many domains and are found in many complex texts) and Tier III (low frequency technical words that are related to a specific content area) vocabulary words can be |

Grade Two English Language Arts

Unit 5 Writing

- found on pages 5-11 of the Gail Gibbons writing unit. These words should be incorporated into writing instruction.
4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 5. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.

Continued from Unit 4

Note: Drafting lessons from Unit 4 may carry over into the pacing of this unit.

Revising: pages 92-103 **Note:** Students may need several days and additional time throughout the day to work on revisions.

- *Revision I: Crafting an Engaging Introduction*
 - The students will create engaging introductions.
- *Revision II: Talking to Your Readers*
 - The students will look for places to insert their own voice in their drafts.
- *Revising III: Becoming Reader-Friendly:*
 - Students will revision work, either textually or visually, so that it is reader-friendly.

Note: The following **two** lessons are from *Fundamentals of Grammar and Conventions* Unit 2, pages 36 – 43.

- Lesson 4: *A World Without Punctuation*
 - The students will recognize that writers use punctuation marks to help readers make sense of what they are reading.
- Lesson 5: *Punctuation All Around Us*
 - The students will continue to explore how punctuation affects a reader's interpretation of a text.

Editing: pages 104-109

- *Editing I: Purposeful Punctuation*
 - The students will edit their writing for correct ending punctuation marks.

Grade Two English Language Arts

Unit 5 Writing

- *Editing II: Peer Editing for Precision?*
 - The students will engage in peer editing to proofread their writing and complete an editing checklist.

Publishing pages 110-113

Note: Students may need additional days and time throughout the day to bring their drafts to final publication.

- *Publishing: Adding Dedications & Acknowledgements:*
 - The students will compose “Acknowledgement” and “Dedication” pages.

Self-reflection pages 114-116

- *Student Self-Reflection*
 - The students will reflect on their own writing and will set future writing goals.

Note: Incorporate the additional grammar lessons into the unit. The following **three** lessons are from *Fundamentals of Grammar and Conventions* Unit 1, pages 16 – 25.

- Lesson 4: *Verbs as a State of Being*
 - The students will be introduced to the idea that verbs can take a form of “be” or of “have”.
- Lesson 5: *Nouns Make the Picture; Verbs Make the Picture Move*
 - The students will notice how writers can combine nouns and verbs to create sentences that engage readers’ senses and paint pictures in their minds.
- Lesson 6: *Using Nouns and Verbs Effectively*
 - The students will practice using nouns and verbs effectively in their own writing.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade Two English Language Arts

Unit 5 Writing

Vocabulary

Author's Purpose- the reason an author has for writing a selection
Collaborate- to work together or cooperate on a task
Describe- to use words to tell or write about something
Description- a statement that describes
Draft- the rough sketch of a written piece; to write ideas down on paper
Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors
Elaborate- to give more details
Idea- a thought or plan carefully formed in the mind
Informative text- a selection written to inform
Noun- a part of speech that names a person, place or thing
Publish- the final step in the writing process when the writer's share their work with others
Punctuation- marks or symbols used to make the meaning of written material clear
Recall- to bring back to mind; to remember
Revise- a step in the writing process used to improve the original draft
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic-the main thought of written work
Verb- a part of speech that expresses action or a state of being

| Assessment | Performance Task |
|---|------------------|
| <u>Formal</u> -Grade 2 Informational/Explanatory Writing Rubric <u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities | TBD |

Grade Two English Language Arts

Unit 5 Writing

| | |
|-------------------------------------|--|
| -Student Self-Assessment -Rubric | |
|-------------------------------------|--|

| Instructional Strategies |
|---|
| See Appendix A for Additional Instructional Research Based and Differentiated Strategies |

| Resources | Technology Resources |
|---|--|
| <u>Instructional</u> -Student Work -Language Arts Addendum - <i>Kidwriting</i> Sound Charts -Whiteboards - <i>Fundamentals of Writing</i> : Gail Gibbons and Mentor Texts: <ul style="list-style-type: none"> • <u>Bats</u> • <u>Bicycle Book</u> • <u>Caves and Caverns</u> • <u>How a House is Built</u> • <u>Nature's Green Umbrella</u> • <u>Planet Earth/Inside Out</u> • <u>Recycle!</u> • <u>Sunken Treasure</u> • <u>Sun Up, Sun Down</u> • <u>Zoo</u> - <i>Fundamentals of Grammar and Conventions</i> and Mentor Texts: <ul style="list-style-type: none"> • <u>Punctuation Takes a Vacation</u> by Robin Pulver | www.schoolwide.com <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Narrative Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices http://www.gailgibbons.com http://www.readingrockets.org/books/interviews/gibbons http://www.edupaperback.org/showauth.cfm?authid=240t |

Grade Two English Language Arts

Unit 5 Writing

- To Root, to Toot, to Parachute by Brian P. Cleary
- Night Noises by Mem Fox

Teacher

-Student Assessment Data
-*Fundamentals of Writing*: Gail Gibbons Author Study
-*Fundamentals of Grammar*
-Ledyard High Frequency Word List
-*Getting Ready to Write* by Empowering Writers
-*Word Matters* by Fountas and Pinnell
-*Kidwriting* by Eileen Feldgus and Isabell Cardonik
-*Sitton Spelling Sourcebook*

Interdisciplinary Connections

Grade Two English Language Arts

Unit 6 Writing

| | |
|----------------------|---|
| Subject(s) | Writing Language Arts |
| Unit of Study | Opinion/Persuasive – Unit 6 |
| Pacing | 15 instructional days+ 5 days for re-teaching/enrichment Note: Due to pacing all 20 days will be used for Instructional Days |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.1 WRITE opinion pieces in which they **INTRODUCE** the topic or book they are writing about, **STATE** an opinion, **SUPPLY** reasons that support the opinion, **USE** linking words (e.g., because, and also) to conclude opinion and reasons, and **PROVIDE** a concluding statement or section.

CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing

CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade Two English Language Arts

Unit 6 Writing

CCR.2.W.8 RECALL information from experiences or GATHER information from provided sources to answer a question.
 CCR.2.L.1f PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCR.2.L.2b USE commas in greetings and closings of letters.
 CCR.2.L.2e CONSULT reference materials, including beginning dictionaries, as needed to check and correct spellings.

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|--|---|------------------------------|
| W.1 <ul style="list-style-type: none"> Opinion writing Topic How to state an opinion Reasons for opinion Transition/linking words (e.g., because, and also) Conclusion | W.1 WRITE (opinion pieces) INTRODUCE (the topic or book they are writing about) STATE (an opinion) SUPPLY (reasons that support the opinion) USE (linking words to conclude opinion and reasons) PROVIDE (a concluding statement or section) | 6 3 3 3 3 2,6 |
| W.5 <ul style="list-style-type: none"> Topic How to revise Editing rules | W.5 (With guidance and support from adults and peers) FOCUS (on a topic) STRENGTHEN (writing as needed by revising and editing) | 4 3,4 |
| L.2b <ul style="list-style-type: none"> Use of comma Greetings and closings of letters | L.2b USE (comma in greetings and closings of letters) | 3 |

Grade Two English Language Arts

Unit 6 Writing

| Essential Questions | Corresponding Big Ideas |
|---|--|
| <ol style="list-style-type: none">1. What strategies do good writers use to write opinion pieces?2. What format will I use to publish my work?3. What does it take to communicate my ideas clearly? | <ol style="list-style-type: none">1. Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.2. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.3. Effective communication of ideas when speaking or writing relies on the appropriate use of conventions of language. |

| Learning Activities |
|---|
| <p>Focus of Unit</p> <ul style="list-style-type: none">• Writing opinions that include a topic, reasons for opinion, transition words and a closing• Revising and editing• Using a comma in greeting and closing <p>Activities</p> <p>Notes:</p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing</i>: Letter Writing will be used in this unit. Students will learn the various features of letter and will learn about the different purposes for letter writing, both formally and informally. Students will follow the writing process as they draft, revise, and edit their writing. Students will select a format to bring their draft to final publication. Students will bring their writing piece to final publication and will be assessed using a Grade 2 Opinion Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 114- |

Grade Two English Language Arts

Unit 6 Writing

115) as well as the Formative Assessment Notes when conferencing with students (pages 116-117).

3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. They may also be used during the Reading Block. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4-6 of the Letter Writing writing unit. These words should be incorporated into writing instruction.
 4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 5. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.
- Follow Immersion Lessons from *Fundamentals of Writing: Letter Writing* page 22-45 (**Note:** Teachers may substitute Mentor Texts)
 - *Let's Talk About Letters and the Power of Persuasion*: Students will preview books for unit and will discuss different purposes for letter writing. (*I Wanna New Room* by Karen Kaufman Orloff)
 - *Informal, Fun and Friendly Letters*: Students will understand that letters can be friendly, visual and informative. (*Around the World: Who's Been Here* by Lindsay Barrett George)
 - *Letters-Intention and Voice Matters*: Students will notice and name features of formal letters in order to compare and contrast formal and informal letters. (*Plantzilla* by Jerdine Nolen)
 - *Epistolary Writing- Letters That Tell a Story*: Students will examine how a collection of letters tells a story using a timeline. (*The Gardener* by Sarah Stewart)
 - *Purposes and Features of Letters*: Students will participate in collaborative discussions about the specific features of letters. (*A Letter From Phoenix Farm* by Jane Yolen)

Generating Ideas pages 46-58 **Note:** Due to pacing, select from the following Generating Ideas lessons:

- *Generating Ideas I: Write to a School Friend*:
 - Students will connect to the emotional impact of letters in maintaining friendships and consider which people in their lives they would like to write to.

Grade Two English Language Arts

Unit 6 Writing

- *Generating Ideas II: Write To an Author:*
 - Students will list their favorite authors and brainstorm ideas to include in a letter.
- *Generating Ideas III: Questions in Correspondence:*
 - Students will generate ideas for using questions in their own letter writing.
- *Generating Ideas IV: Write Your Reasons Because...*
 - Students will think about something they want and why they want it and will give reasons to support their opinions using specific linking words.

Selecting pages 59-63

- *Selecting: To Whom It May Concern:*
 - Student will select a focus for letter writing with a specific purpose and audience

Collecting pages 64-69 **Note:** Due to pacing, focus on *Collecting* lessons I and II.

- *Collecting I: Researching and Organizing Author Facts, Opinions and Questions:*
 - Students will collect information and formulate content to prepare for drafting a letter to an author.
- *Collecting II: Persuasive Letters: Make It Convincing:*
 - Students will plan ahead to include details, reasons and examples in their letters.

Note: The additional Collecting lessons (pages 70-76) are **optional**.

- *Collecting III: Creating a Correspondence:*
 - Students will collect information on two characters to prepare to write letters between them.
- *Collecting IV: Tell a Story in Correspondence:*
 - Students will collect interesting ideas for their own characters to write about.

Drafting pages 77-86 **Note:** Provide additional time throughout the day for students to work on drafts.

- *Drafting I: Opening Your Letter:*
 - Students will draft a letter introduction.
- *Drafting II: The Body of a Letter:*
 - Students will develop the body of their letters.

Grade Two English Language Arts

Unit 6 Writing

- Drafting III: *The Feet of a Letter*:
 - Student will draft their own conclusion to their letters.

Revising pages 87-97 **Note:** Due to pacing, select from the following Revising lessons:

- *Revising I: Look Through Your Readers' Eyes*:
 - Students will add important details to enhance descriptiveness and effectiveness of piece.
- *Revising II: Connecting Ideas: Linking and Transition Words*:
 - Students will use transition or linking words to connect an opinion with reasons.
- *Revising III: P.S.- Add a Postscript*:
 - Students will use a postscript in their drafts.

Editing pages 98-104

- *Editing I: Letter Format Check*:
 - Students will edit their letters using proper letter format.
- *Editing II: Edit for Letter-Perfect Punctuation*:
 - Students will edit letters for punctuation.

Publishing pages 105-110 **Note:** Additional time will be needed during the day for students to publish their writing.

- *Publishing: Post Some Pictures*
 - Students will include illustrations to enhance their writing.
- *Publishing II: A Final Look at Your Letter*:
 - Students will make final decisions about the style and format of their letters.

Self-Reflection pages 111-113

- Students will complete a self-reflection.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade Two English Language Arts

Unit 6 Writing

| Vocabulary | |
|--|-------------------|
| <p>Author's Purpose- the reason an author has for writing a selection</p> <p>Closure- to bring to an end</p> <p>Collaborate- to work together or cooperate on a task</p> <p>Comma- a punctuation mark used after the greeting or closing of a letter</p> <p>Features of print- written conventions that enhance the readability of text</p> <p>Feeling- an emotion or an opinion</p> <p>Draft- the rough sketch of a written piece; to write ideas down on paper</p> <p>Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors</p> <p>Elaborate- to give more details</p> <p>Idea- a thought or plan carefully formed in the mind</p> <p>Memory- an experience or event that you can tell about</p> <p>Opinion piece- writing that gives one's belief based on thoughts or feelings</p> <p>Publish- the final step in the writing process when the writer's share their work with others</p> <p>Punctuation- marks or symbols used to make the meaning of written material clear</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Thought- an idea formed in the mind</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic-the main thought of written work</p> | |
| Assessment | Performance Task |
| <p>Formal</p> <p>-Grade Two Opinion Writing Rubric</p> <p>Informal</p> <p>-Teacher Observation and Anecdotal Notes using Formative Assessment Notes</p> <p>-Student checklist</p> | <p>TBD</p> |

Grade Two English Language Arts

Unit 6 Writing

| | |
|---|--|
| -Student Writing Samples from Unit Activities -Student Self-Assessment | |
|---|--|

| Instructional Strategies |
|---|
| See Appendix A for Additional Instructional Research Based and Differentiated Strategies |

| Resources | Technology Resources |
|--|---|
| <u>Instructional</u> -Student Work -Language Arts Addendum - <i>Kidwriting</i> Sound Charts -Whiteboards - <i>Fundamentals of Writing</i> : Letter Writing and Mentor Texts: <ul style="list-style-type: none"> • <u>Around the World: Who's Been Here</u> by Lindsay Barrett George • <u>Dear Mr. Henshaw</u> by Beverly Cleary • <u>Dear Mrs. LaRue: Letters from Obedience School</u> by Mark Teague • <u>Dear Peter Rabbit</u> by Alma Flor Ada • <u>First Year Letters</u> by Julie Danneberg • <u>The Gardener</u> by Sarah Stewart • <u>I Wanna New Room</u> by Karen Kaufman Orloff • <u>A Letter from Phoenix Farm</u> by Jane Yolen • <u>Plantzilla</u> by Jerdine Nolan • <u>Yours Truly, Goldilocks</u> by Alma Flor Ada | <u>www.schoolwide.com</u> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Narrative Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>Library of Congress's American Memory site: Search "letters" and choose "gallery view" <u>http://memory.loc.gov/ammem/index.html</u></p> <p>History of US Postal System <u>www.ups.com/postalhistory/postal_service_begins.htm</u></p> <p>Tips for teaching letter writing: <u>http://edsitement.neh.gov/view_lesson_plan.asp?ID=294</u></p> <p>Interactive "Letter Generator" for formal and informal letters <u>http://readwritethink.org/student_mat/student_material.asp?id=5</u></p> |

Grade Two English Language Arts

Unit 6 Writing

Note: Additional Suggestions for Books with Letters can be found on page 38 in the Schoolwide Letter Writing Unit

Teacher

- Student Assessment Data
- Fundamentals of Writing*: Letter Writing
- Ledyard High Frequency Word List
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Sitton Spelling Sourcebook*

Interdisciplinary Connections

Published Work can be done on the computer

Grade Two English Language Arts

Unit 7 Writing

| | |
|----------------------|--|
| Subject(s) | Writing Language Arts |
| Unit of Study | Choices Authors Make to Tell a Story – Unit 7 |
| Pacing | 20 Instructional days+ 5 days for re-teaching/enrichment Note: Due to pacing, all 25 days will be used for Instructional Days |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.3 WRITE narratives in which they recount a well-elaborated event or short sequence of events, **INCLUDE** details to describe actions, thoughts, and feelings, **USE** temporal words to signal event order, and **PROVIDE** a sense of closure.

CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing.

CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade Two English Language Arts

Unit 7 Writing

CCR.2.W.8 RECALL information from experiences or **GATHER** information from provided sources to answer a question.

CCR.2.L.1e USE adjectives and adverbs, and CHOOSE between them depending on what is to be modified.

CCR.2.L.1f PRODUCE, EXPAND and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCR.2.L.2c USE apostrophe to form contractions and frequently occurring possessives.

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|---|---|--------------------------------------|
| W.3 <ul style="list-style-type: none"> • Narrative writing • Event • Sequence of events • Details (e.g., actions, thoughts, feelings) • Transition/linking words • Closing | W.3 WRITE (narratives in which they recount a well-elaborated event or short sequence of events) INCLUDE (details to describe actions, thoughts, and feelings) USE (temporal words to signal event order) PROVIDE (a sense of closure) | 6 3 3 6 |
| W.8 <ul style="list-style-type: none"> • Information • Experiences • Sources | W.8 RECALL (information from experiences or gather information from provided sources to answer a question) | 1 |

| Essential Questions | Corresponding Big Ideas |
|--|--|
| 1. What is my purpose and how do I develop it? | 1. Writing should be purposefully focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. |

Grade Two English Language Arts

Unit 7 Writing

| Learning Activities | |
|---|------------------------------------|
| <p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Writing personal narratives with actions, thoughts and feelings• Recalling and gathering information from resources <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Follow Sitton Spelling Scope and Sequence2. The <i>Fundamentals of Writing</i>: Touchstone Texts will be used in this unit. Students will become familiar with the term “reading like a writer” as they explore the mentor texts to carefully look at the variety of crafting techniques that good authors use. Students will draft a writing piece with a particular focus on using time movement and voice. Students will revise their work for word choice and will publish their writing using particular detail. Conferencing will take place as needed throughout the unit. Ideas for extension activities are noted at the end of each lesson. Finally, pacing for lessons is noted but may be adjusted based on student needs. <ul style="list-style-type: none">• Follow Immersion Lessons from <i>Fundamentals of Writing</i>: Touchstone Texts (Days 1-5)<ul style="list-style-type: none">○ <i>Reading Like A Writer</i>: Students will explore mentor texts.○ <i>When Writers Make You Say “Ah!”</i>: Students will identify memorable language. (<u>Hello, Harvest Moon</u> by Ralph Fletcher)○ <i>How Did They Do That?:</i> Students will examine and discuss word choice. (<u>My Chinatown</u> by Kam Mak)○ <i>How a Piece is Built</i>: Students will examine text structure. (<u>Water Dance</u> by Thomas Locker)○ <i>Noticing All Kinds of Writing</i>: Students will learn an example of a strong lead. (<u>Baby</u> by Patricia MacLachlan) | <p><u>Teacher Notes</u></p> |

Grade Two English Language Arts

Unit 7 Writing

Generating Ideas (Days 6-10)

- *Generating Ideas I: Tell Me About the Time:* pages 19-21
 - Students will develop ideas for writing a narrative.
- *Generating Ideas II: Should I or Shouldn't I?:* pages 22-23
 - Students will draw from their own lives to think about “internal conflict.”
- *Generating Ideas III: Writing Reasons:* pages 24-25
 - Students will generate ideas for a writing topic.
- *Generating Ideas IV: Say Cheese!:* pages 26-27
 - Students will focus on specific moments to capture details.
- *Generating Ideas V: Sense and Sensibility:* pages 28-30
 - Students will use sensory details to enhance their writing.

Selecting (Day 11)

- *Selecting: Discovering “The One!”:* pages 31-32
 - Students will write about things that are important to them.

Collecting (Days 12-16)

- *Collecting I: Look Around You!:* pages 33-35
 - Students will notice details using the setting around them.
- *Collecting II: Sentimental Journey:* pages 36-38
 - Students will use their memories to help add to their writing.
- *Collecting III: Making It Real:* pages 39-40
 - Students will add detail to their writing using personification.
- *Collecting IV: I Am What I Am:* pages 41-43
 - Students will use perspective in their writing.
- *Collecting V: Research, Baby!:* pages 44-46
 - Students will add research to their writing to entertain the reader.

Grade Two English Language Arts

Unit 7 Writing

Drafting (Days 17-20)

- *Drafting: How Do I Begin?:* pages 47-49 (**Day 17**)
 - Students will draft a strong lead.
- *Drafting II: Can You Repeat That?:* pages 50-51 (**Day 18**)
 - Students will use the technique of repetition to add detail to their writing.

Note: Due to pacing, combine the following two Drafting lessons: (**Day 19**)

- *Drafting III: Nature's List:* pages 52-55
 - Students will list the features of a topic to create a predictable pattern.
- *Drafting IV: Time Passages:* pages 56-59
 - Students will establish a time movement in their writing piece using transition words.
- *Drafting V: Can You Hear My Voice?:* pages 60-63 (**Day 20**)
 - Students will use the craft of “voice” in their writing.

Revision (Days 21-22)

- *Revising I: Writer's Stew:* pages 64-66 (**Day 21**)
 - Students will revise work for crafting techniques.

Note: Due to pacing, combine the following two Revision lessons: (**Day 22**)

- *Revising II: Very Vivid Verbs:* pages 67-70
 - Students will use vivid verbs to create a clear and precise picture of the action.
- *Revising III: Words and Pictures:* pages 71-72
 - Students will add details to their writing.

Editing (Day 23) **Note:** Due to pacing, combine the following Editing Lessons:

- *Editing I: What Do You Hear?:* pages 73-76
 - Students will edit for spelling, punctuation and word choice.
- *Editing II: Worth a Thousand Words:* pages 77-78
 - Students will edit work and will consider layout and design of their writing.

Grade Two English Language Arts

Unit 7 Writing

Publishing (Days 24-25) Note: Provide additional time for rewriting published drafts.

- *Publishing: Dedicated to My Writing Inspirations:* pages 79-80
 - Students will publish work adding a dedication page and an author's note.

Evaluation Note: Students may evaluate their own writing for homework or during additional time.

- *Evaluation I: My Writing Reflections:* pages 81-82
- *Evaluation II: Teacher Assessment of Student Performance*

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Closure- to bring to an end

Collaborate- to work together or cooperate on a task

Feeling- an emotion or an opinion

Detail- specific information

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Elaborate- to give more details

Idea- a thought or plan carefully formed in the mind

Memory- an experience or event that you can tell about

Narrative- a story or description of events that may or may not be true

Publish- the final step in the writing process when the writer's share their work with others

Punctuation- marks or symbols used to make the meaning of written material clear

Revise- a step in the writing process used to improve the original draft

Thought- an idea formed in the mind

Title- the name given to a book, story, poem or other work

Grade Two English Language Arts

Unit 7 Writing

Topic-the main thought of written work

Verb- a part of speech that expresses action or state of being

| Assessment | Performance Task |
|--|------------------|
| Formal -Rubric/Checklist Informal -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubrics | TBD |

| Instructional Strategies |
|--|
| See Appendix A for Additional Instructional Research Based and Differentiated Strategies |

| Resources | Technology Resources |
|---|--|
| Instructional -Student Work -Language Arts Addendum - <i>Kidwriting</i> Sound Charts -Whiteboards - <i>Fundamentals of Writing</i> : Touchstone Texts and Mentor Texts: <ul style="list-style-type: none">• <u>Baby</u> by Patricia MacLachlan• <u>Freedom Summer</u> by Deborah Wiles | www.schoolwidefundamentals.com www.thomaslocker.com/pages/biography.html www.ralphfletcher.com/ www.sandraxisneros.com/home.html www.wincbooks.com/VirginiaWright-Frierson.htm |

Grade Two English Language Arts

Unit 7 Writing

- Hairs/Pelitos by Sandra Cisneros
- Hello, Harvest Moon by Ralph Fletcher
- Out of the Ocean by Debra Frasier
- My Chinatown by Kam Mak
- Thirteen Moons on Turtle's Back by Joseph Bruchas and Jonathan London
- Water Dance by Thomas Locker
- What You Know First by Patricia MacLachlan
- Where the River Begins by Thomas Locker

www.deborahwiles.com/

www.josephbruchac.com/

www.indiana.edu/~reading/ieo/bibs/maclach.html

Teacher

- Student Assessment Data
- Fundamentals of Writing*: Touchstone Texts
- Ledyard High Frequency Word List
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Sitton Spelling Sourcebook*

Interdisciplinary Connections

Grade Two English Language Arts

Unit 8 Writing

| | |
|----------------------|--|
| Subject(s) | Writing Language Arts |
| Unit of Study | Choices Authors Make to Inform – Unit 8 |
| Pacing | 20 instructional days+ 5 days for re-teaching/enrichment |

Overarching Standards (OS)

CCR.2.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.2.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.2.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.
CCR.2.SL.3 ASK and **ANSWER** questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCR.2.SL.4 TELL a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
CCR.2.SL.6 PRODUCE complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.2.W.2 WRITE informative/explanatory texts in which they introduce a topic, **USE** facts and definitions to develop points, and **PROVIDE** a concluding statement or selection.
CCR.2.W.5 With guidance and support from adults and peers, **FOCUS** on a topic and **STRENGTHEN** writing as needed by revising and editing
CCR.2.W.6 With guidance and support from adults, **USE** a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCR.2.W.7 PARTICIPATE in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCR.2.W.8 RECALL information from experiences or **GATHER** information from provided sources to answer a question.

Grade Two English Language Arts

Unit 8 Writing

CCR.2.L.1e USE adjectives and adverbs, and **CHOOSE** between them depending on what is to be modified.

CCR.2.L.1f PRODUCE, EXPAND, and REARRANGE complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCR.2.L.2c USE apostrophe to form contractions and frequently occurring possessives.

CCR.2.L.2d GENERALIZE learned spelling patterns when writing words.

| Concepts (What students need to know) | Skills (What students need to be able to do) | Bloom's Taxonomy Levels |
|--|--|----------------------------|
| W.2 <ul style="list-style-type: none"> Informational and explanatory texts Topic Facts Definitions Closure | W.2 WRITE (informative/explanatory texts in which they introduce a topic) USE (facts and definitions to develop points) PROVIDE (a concluding statement or selection) | 6 3 2,6 |
| W.5 <ul style="list-style-type: none"> Topic How to revise Editing rules | W.5 (With guidance and support from adults and peers) FOCUS (on a topic) STRENGTHEN (writing as needed by revising and editing) | 4 3,4 |
| L.1e <ul style="list-style-type: none"> Adjectives Adverbs | L.1e USE (adjectives and adverbs) CHOOSE (between them depending on what is to be modified) | 3 1 |
| L.2c <ul style="list-style-type: none"> Appropriate use of apostrophe Contractions Possessives | L.2c USE (apostrophe to form contractions and frequently occurring possessives) | 3 |

Grade Two English Language Arts

Unit 8 Writing

| Essential Questions | Corresponding Big Ideas |
|--|---|
| <ol style="list-style-type: none"> 1. What is my purpose and how do I develop it? 2. How do I make my writing clear to the reader? | <ol style="list-style-type: none"> 1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 2. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. |

| Learning Activities | |
|---|------------------------------------|
| <p><u>Focus of Unit:</u></p> <ul style="list-style-type: none"> • Writing informational/explanatory texts, supporting it with relevant information and adding closure • Using adjectives and adverbs • Using apostrophes to form contractions and possessives <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Follow Sitton Spelling Scope and Sequence 2. The following activities were taken from <i>Lessons from Explorations in Nonfiction Writing</i> by Tony Stead and Linda Hoyt. During this unit, students will choose a related science or social studies topic to write about with guidance and support from teachers. Although these lessons are recommended, teachers may choose to follow a different format. <ul style="list-style-type: none"> • Immersion and Pre-Assessment: pages 14-15 (Day 1) <ul style="list-style-type: none"> ○ Students are introduced to informational text and draft simple reports for the pre-assessment. • Introduction to Report Writing / Using Multiple Sources: pages 16-19 (Day 2) <ul style="list-style-type: none"> ○ Students discuss features of a great report. Students select a topic to write about and find resources to support the topic. Note: A suggested topic might be animals, since this | <p><u>Teacher Notes</u></p> |

Grade Two English Language Arts

Unit 8 Writing

relates to the Animal Life Cycles unit in science. The teacher might select an animal to use as a model for each lesson throughout the unit. Students will then complete their own independent project on an animal of their choice following the teacher directed model.

- **Researching:** pages 20-25; 38-39 (**Days 3-7**)
 - Teacher models how to take bullet notes on a given topic using multiple sources. Students record information from multiple sources as they practice writing facts in their own words.
- **Drafting:** pages 20-25; 40-41 (**Days 8-13**)
 - Teacher models how to use notes to draft a paragraph using a topic sentence and details sentences. Students write paragraphs with a topic sentence, detailed sentences using their notes from their research as well as a closing statement/section. Students will also write a title for their paragraph that states the topic.
- **Revising Information:** pages 42-43 (**Day 14**)
 - Students reread their writing, checking for sense and revising as needed.
- **Editing:** pages 44-45 (**Day 15**)
 - Students edit their reports to prepare them for publishing, focusing on using correct punctuation and spelling. **Note:** Use anchor chart of editing rules that was created throughout the year.
- **Publishing:** pages 46-51 (**Days 16-19**)
 - Students transfer their edited work to publishing (e.g., handwritten, typed, or in a Power-Point format), organizing it under appropriate headings as they go. Students add illustrations that match the text and create a cover for their reports and a table of contents with entries that match category headings. Students can begin to share final products.
- **Evaluation and Sharing:** pages 52-53 (**Day 20**)
 - Students will complete a self-assessment and receive feedback from teacher (using ongoing monitoring sheet). Students can continue to share final products.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Grade Two English Language Arts

Unit 8 Writing

| Vocabulary |
|--|
| <p>Adjective- a part of speech that describes a person, place or thing</p> <p>Adverb- a part of speech that describes a verb, adjective, or another verb</p> <p>Apostrophe- a punctuation mark used to show ownership or where letters are left out of a word</p> <p>Author's Purpose- the reason an author has for writing a selection</p> <p>Closure- to bring to an end</p> <p>Contraction- a word formed by joining two or more words, replacing missing letters with an apostrophe</p> <p>Detail- specific information</p> <p>Draft- the rough sketch of a written piece; to write ideas down on paper</p> <p>Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors</p> <p>Possessive- the form of a word that shows ownership</p> <p>Publish- the final step in the writing process when the writer's share their work with others</p> <p>Reason- a cause for acting, thinking, or feeling a certain way</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic- the main thought or subject of written work</p> <p>Verb- a part of speech that expresses action or state of being</p> |

| Assessment | Performance Task |
|--|------------------|
| <p><u>Formal</u> -Rubric/Checklist</p> <p><u>Informal</u> -Teacher Observation -Teacher and Peer Conferencing -Anecdotal Notes from Pre-Assessment -Student Writing Samples from Unit Activities -Rubric and Self-Assessment</p> | TBD |

Grade Two English Language Arts

Unit 8 Writing

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources

Instructional

- Student Work
- Language Arts Addendum
- Kidwriting* Sound Charts
- Whiteboards
- Supporting Materials for *Explorations in Nonfiction Writing* by Tony Stead and Linda Hoyt
- Fundamentals of Grammar and Conventions* and Mentor Texts

Teacher

- Student Assessment Data
- Ledyard High Frequency Word List
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Kidwriting* by Eileen Feldgus and Isabell Cardonik
- Sitton Spelling Sourcebook*

Technology Resources

Related science and Social Studies links

Interdisciplinary Connections

Science or Social Studies Topics