

# GR 2 Schoolwide Unit 1 (How Writers Work)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **Sept. - Oct.**  
Status: **Published**

## Unit Overview

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Unit Title: Nonfiction: How Writers Work

Essential Question: Why do writers write?

## Standards

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### Grade 2

#### Progress Indicators for Writing

##### Text Types and Purposes

W.2.1. 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 connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. 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.

##### Production and Distribution of Writing

W.2.4. (Begins in grade 3)

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

##### Research to Build and Present Knowledge

W.2.7. 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).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W.2.9. (Begins in grade 4)

### **Range of Writing**

W.2.10. (Begins in grade 3)

## **Materials/Activities/Resources**

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### **Core materials:**

- Schoolwide Writing

### **Web Site Resources:**

- Schoolwide Writing
- Lexia
- Amira (K-3)

## **Technology**

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- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

## **Summative Assessment**

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

### **504**

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

### **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

### **At-Risk of Failure**

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support

### **Gifted & Talented**

- Independent projects
- PEP/GEM class

## **Interdisciplinary Connections**

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Social Studies Connections: Storytelling

## **Social and Emotional Learning Connections**

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Learning Mindset: Self-Reflection, Curiosity, Noticing, Seeking Challenges, Asking for Help

## **21st Century Life Literacies & Key Skills**

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Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

## **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.