

GR 2 Schoolwide Unit 4 (Letter Writing)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **Apr. - May**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Letter Writing

Essential Question: What is the purpose of persuasive, informational and narrative letters, and what are their structural features?

Standards

Language

| | |
|----------------|---|
| ELA.L.WF.2.1 | Demonstrate command of the conventions of writing. |
| ELA.L.WF.2.1.A | Write legibly and with sufficient fluency to support composition. |
| ELA.L.WF.2.2 | Demonstrate command of the conventions of encoding and spelling. |
| ELA.L.WF.2.3.B | Capitalize holidays, product names and geographic names. |
| ELA.L.WF.2.3.E | Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. |
| ELA.L.KL.2.1.A | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| ELA.L.VL.2.2.A | Use sentence-level context as a clue to the meaning of a word or phrase. |
| ELA.L.VL.2.2.B | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |
| ELA.L.VL.2.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
| ELA.L.VL.2.2.D | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| ELA.L.VI.2.3.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |

Speaking & Listening

| | |
|-----------------|---|
| ELA.SL.PE.2.1.A | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-----------------|---|

| | |
|-----------------|---|
| ELA.SL.PE.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |
| ELA.SL.PE.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| ELA.SL.II.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| ELA.SL.ES.2.3 | 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. |
| ELA.SL.PI.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| ELA.SL.UM.2.5 | Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| ELA.SL.AS.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

Writing

| | |
|----------------|---|
| ELA.W.AW.2.1.A | Introduce an opinion. |
| ELA.W.AW.2.1.B | Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| ELA.W.AW.2.1.C | Provide a conclusion. |
| ELA.W.NW.2.3.A | Orient the reader by establishing a situation and introducing characters; organize an event sequence. |
| ELA.W.NW.2.3.C | Use transitional words to manage the sequence of events. |
| ELA.W.NW.2.3.D | Use concrete words and phrases and sensory details to convey experience and events. |
| ELA.W.NW.2.3.E | Provide a conclusion or sense of closure related to the narrated experiences or events. |
| ELA.W.WP.2.4.A | Identify audience and purpose before writing. |
| ELA.W.WP.2.4.B | Participate in self-evaluation of written work. |
| ELA.W.SE.2.6 | Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. |
| ELA.W.RW.2.7 | Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. |

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)
- Google Docs/Slides

Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Student Performance Checklist

Summative Assessment

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

Accommodations & Modifications

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

- 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
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Science Connections: Communication

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Curiosity, Noticing, Growth Mindset, Solving Problems, Setting Goals

Career Readiness, Life Literacies, & Key Skills

Financial Literacy (9.1):

- By the end of Grade 2
 - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
 - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
 - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
 - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
 - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
 - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- **Developing Responsibility for Learning:** Cultivating independence, self-reflection, and responsibility for one's own learning.
- **Adapting Communication:** Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- **Valuing Evidence in Argumentation:** Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- **Building Knowledge:** Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- **Leveraging Technology:** Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures