

Unit 04 Writing: Writing About Reading/Argument About Characters

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **6 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit of study, Writing about Reading, you will help your children learn to write about beloved books in ways that persuade others to love them as much as they do. You'll help your second-graders form opinions about the books they read, thinking deeply about characters within and across series. You'll help your children learn to state clear opinions and to support these ideas with evidence. In second grade, in addition to introducing the topic they are writing about, your students must also "introduce the book they are writing about" (rather than only name it), "supply reasons that support the opinion," "use linking words (e.g. because, and, also) to connect opinion and reasons," and "provide a concluding statement or section." Students will begin this unit by writing letters about the characters they've met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. They will learn to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world. They will lift the level of this writing as they learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, as well as add introductions and conclusions, all in the service of teaching and persuading others.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Pacing Guide

Please refer to this Language Arts [Reading and Writing Workshop Pacing Guide for grade 2](#); Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.A	Use collective nouns (e.g., group).
LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.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.
LA.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.
LA.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.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.

Essential Questions

- How I can write many letters to other readers that tell my opinion about characters?
- How can I strengthen my writing muscles so that I can become better at giving evidence to support an opinion and try to and convince my audience?
- How can I enhance my retell?
- How can I quote and discuss the details of the book and say more?
- How can writers convince others to read and care about their books, too?

Students Will Know/Students Will Be Skilled At

- parts of a letter
- difference between fact and opinion
- generating ideas
- writers write letters or make speeches to express their ideas
- to support/defend their opinions with evidence from the text
- to include meaningful quotations to support their opinions
- consulting mentor texts
- to include comparisons
- to include introductions and conclusions
- creating a published piece
- collaborating with peers
- using appropriate spelling strategies
- the steps of the writing process
 - Prewrite
 - Plan- across pages
 - Draft- across pages
 - Revise- with author's craft and word choice in mind
 - Edit
- the traits/lenses of writing
 - Meaning: Is this important to the reader?
 - Structure/Organization: Is it logical or sequential?

- Details/Elaboration: Do the details develop meaning?
- Voice/Craft: Can you sense the writer and the writer's mood?
- Genre: Does the writer understand the type of writing?
- Conventions: Does the writer control spelling and punctuation?

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative, including Alternative Assessments:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only

- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided. Located in the shared Grades K-5 Language Arts folder on the Google Drive, they are reported three times per year.

Learning Plan

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, and partnerships. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while the teacher confers with individual students, works with small groups, or writing partnerships.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson. Change red font to match your teaching point. Click [here](#).

Here is a sample of a Writing Workshop template. Click [here](#).

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Please refer to the Grades [K-5 Google folder](#) for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points/Lessons

Options for implementation:

Option 1 → Use the following process sections as a menu. Students should be writing one piece a week (2-3 pieces a week in opinion unit) following the writing process throughout the week →

- First week of unit → Immersion Week- Generating Ideas
- Monday → planning (students can start drafting if finished planning)
- Tuesday → drafting
- Wednesday → drafting
- Thursday → Revising (Elaboration/Voice)
- Friday → Editing & Grammar (Conventions)
- Last week of unit → Publishing

Choose the Teaching Points, based on your class that year, for each week based on the writing process schedule. (Ex: Monday-teach a planning teaching point as the mini lesson)

**If you finish planning or editing lessons or don't need the extra drafting lesson that week, get students writing and use it as time to dedicate to Word Work and/or meeting with strategy groups/independent conferences so there is time to incorporate this meaningful work on their level. Students won't be writing the whole time because they will be working in their Word Work groups and/or with the teacher in groups and conferences.

Option 2 → Teach the process from the beginning of the unit to the end, each week being the next part of the process. (Ex: Week 1- planning & structure, Week 2- drafting, Week 3- revising, Week 4- editing, Week 5- publishing)

Note: Not all Teaching Points listed below need to be taught (it is a menu to choose from)...it depends on the students and what they need based on assessment data.

*Halfway through the unit, introduce writing nominations (set it up like March Madness brackets) and have students write reviews to nominate books. Start with 8 book choices and set them up into brackets, the first week having them choose between two books and writing their reviews seeing which one wins, then the next two and moving them to the next bracket. Do the same for the next week. Then the final week they will write another two reviews total to come to the one overall book that they nominate for that year's opinion unit. Display or share these for the school to see as the celebration.

** Prior to beginning this unit, switch student rubrics, paper choice, and mentor texts and examine your student assessments on opinion writing to inform your instruction. (Pre and Post Assessments can be accessed through the ELA folder of the K-8 2nd Grade drive)

Quick Writes: You may wish to take some time for your students to do 2-3 quick writes in the beginning of units as well as a couple days in each unit throughout the year. As a reminder, a quick write is an opportunity for students and teachers to experience joyful, ungraded practice. Quick writes allow students to try ideas and experiment with writer's craft and technique without commitment to that topic within their writer's notebook.

- Increases students independence
- Helps build writing fluency as they learn to outrun their writing censor and push through the critical voice in their head
- Helps students understand the craft of revision
- While you may provide your students with infographics, pictures, video clips, or short writings that would lend itself to narrative writing (possibly even fairy tale writing), please note that the intention of a quick write is for students do whatever genre of writing they are inspired to do. Some ideas for the images you share during this unit's quick writes include, pictures from classic or revised fairy tales, infographics about favorite superheroes, etc.

Grammar and Conventions

Mentor sentences will be implemented into the weekly routine. They introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to independently use their learning to develop and strengthen their independent writing skills.

Teaching Points

Habits of and in a Community of Writers (taught throughout unit)

- **Writers have partners that help them create and listen to their writing. (beginning of unit-- establish new partnerships)**
- Based on the Continuum for Talk in Writing Workshop (level 5: Extending and Growing Ideas), writing partners are acting as teachers to celebrate and revise texts, developing new ideas together

about how texts can go, and generating multiple possibilities about how to revise a piece of work.

- Writers work hard to get better by setting new goals and making plans to work toward these goals.
- **[L]**
[SEP](throughout unit)
- Writers work hard to improve their writing:
- Writers use the Opinion Writing Checklist to evaluate their books. Writers compare their own writing against the checklist.
- Writers set goals and make plans to continue doing what they do well and **[L]**
[SEP]try something new or improve something they have already done.
- Writers can use their writing partners to help them set new goals.

Immersion Week Generating Ideas--First week of unit

****Throughout the Immersion Week, read various reviews and engage in a few activities with the class such as: notice and name with the characteristics of the genre as well as writerly moves the author uses.**

- Writers study mentor authors to learn about the genre by identifying the characteristics of the genre: introduce the book, summary of the book, their opinion, text evidence to support the opinion, and recommendations/ratings.
- Start by talking to the students about how we use reviews in the real world all the time before buying something so we know it is what we want--pull up a review of a product you may have bought and show/explain how you knew you wanted it based on the reviews of others that bought it and how the same goes for book reviews, we know if we want to read a book by seeing how others that read the book liked it. Then introduce a book review.
- Writers study mentor authors to learn about the genre by identifying parts they loved and naming them. (do this with 2-3 reviews this week--can do this during a read aloud time of the day also)
- Writers think about a favorite story from childhood and write to tell others about a version of it to convince others to try it.
- Writers think about interests others might have and write about books that address that interest.
- Writers think about what kinds of books parents and teachers might like kids to read and try to get parents and teachers interested in kid-favorite books.
- Writers think about series we love and write about it to get others interested.
- Writers think about characters they hate or who they wouldn't want to be friends with. We can write reviews warning people about those characters.
- Writers think about books that have taught them a lot. We try to get others to learn all of those facts too by writing about the book.
- Writers think about books they can't finish or find boring and we try to articulate why so others won't try to read it. (Just like the bad reviews of the products on Amazon warning people not to buy it.)
- Writers think about books others love that we dislike. We try to write reviews about them to stick up for our opinion.
- Writers generate an opinion of a book by remembering what it was like to read the book they are reviewing. We generate an opinion by asking ourselves, "Do I like this book? Or do I dislike this book? How much?"

Planning & Structure--Monday lessons

- Writers write letters to share ideas or sentiment with others, to share opinions with others and to appeal

to an audience in their letters. Writers write letters that have a greeting and closing with signature.

- Introduce the structure of a letter with students.
- Writers plan their review by introducing themselves and the book they are reading to the audience, summarizing/describing the book, giving their opinion, giving reasons using because, giving evidence from the book/examples using for example, and giving a closing/restate/recommendations/ratings). Touch and talk a review idea through with a partner.
- Writers plan their opinion for how much they liked it and give text evidence by using their fist to represent their opinion and putting fingers up as they give reasons/examples for their opinion (a finger for each).--provide students with a graphic organizer that they can then add their thinking to
- Writers can plan by tapping a box at the top of the paper while saying their opinion about the book and then tapping the bullets underneath the box, one example/reason per bullet. (BOX AND BULLETS)
- Writers plan by telling things we love (reasons) first, and then finish the book review by giving their opinion. (BULLETS and BOXES)
- Writers can say or write their introduction and opinion, and then brainstorm reasons--one per sticky note--to hold onto the specific ways we liked a book. Then we can start turning the quick sticky notes into sentences. (SKETCH and WRITE)
- sketch reasons across page on sticky notes and write
- put post its in the order you want to write it

Drafting (adding important details)--Tuesday & Wednesday lessons

- Writers follow their plan as they write their review.
- Writers often start their book review by
 - introducing themselves to the audience and telling why they are an expert on this books or books like this (i.e. Hi, I'm ____ and I have read a lot of the books in this series but this one is by far the worst—showing authority)
 - introducing the book they are reading (i.e. Recently I read a book titled, “ ____” by ____.)
 - telling the big problem (Uh Oh) that the main character has
 - telling the characters’ names and how they know each other
- Writers offer a summary of the book in their introduction-- “This story is about...” (describe the character/setting/problem). Writers often tease their readers with a little bit about what the book is about, but not too much. We can tell the characters or the big problem, but usually not the solution.
- Writers use linking words to introduce a new reason or part of their review. We can use phrases like, “Another reason...” or “I also like...” or “For example...” (Note: Give reasons using ‘because’ and give evidence from the book to support those reasons with ‘for example’)
- Writers ask, “What kind of a character is this? What are examples/evidence of this character idea? Who might like to read about a character like this?” We can use our character ideas as reasons for why we like the character and why others might like the character.
- Writers wrap up their review by recommending the book or not to the audience (RUNNING MAN).

Developing better opinions→

- Writers often ask, “What is the problem in the story? What does that have to do with my life? Would other people..?” We consider how the problem helps us as a reason for why we like the book or not.
- Writers talk as though they are walking in a characters shoes to get readers interested by asking, “How am I like this character?” We wonder if other people would be able to relate to the character too. We

can use this as a reason for liking the book.

- Writers wonder, “What lesson do the characters learn? How is that a helpful lesson for others?” to use this as a reason for liking the book.
- Writers can think about, “What kind of character acts like this?” We try to form an opinion based on how the character treats others or handles problems. We give examples for our opinion.
- Writers can think, “What are the big ideas in this book?” We can think about the big themes and write about them.
- Writers review an entire series, we can ask ourselves, “What is the same about all of these books? What are the big ideas across multiple books?” We try to find patterns across stories.

*Review the Writing Rubric parts that match the lesson for the day, that can help improve their writing by utilizing the revising and editing skills below.

Revising (making it interesting)--Thursday lessons

Make a “Learning Writing Moves from a Mentor Text” chart as the class discovers the following skills in mentor texts.

- Writers use precise and interesting words. We think about what is true about our book and then we try to say it with a word we don’t use much. Writers use more interesting words than “funny” “scary” “cool” “awesome” to talk about their books. (accompany with vocabulary building activity)
- Writers revise their leads by
 - quoting their favorite part of the book as a way to get their readers engaged
 - hook the reader by asking them a question to think about their own life. We try to imagine, “What kind of reader would relate to this book?” Then we ask open-ended questions to let them know who should read this book and to try to keep them to keep reading
 - hook a reader and introduce the book by telling the connection between the author’s life and the text (Brown Girl Dreaming)
 - Writers can challenge the reader to agree or disagree with their opinion by
 - asking them in a question
 - showing how the book can be relevant to everyone
 - Writers show urgency of their opinion by using bold print to help readers know that word is really important.
 - Writers think about the illustrations as a reason for liking the book and revise our review with these ideas. We ask ourselves, “How do these illustrations help tell the story or help get readers interested?” We can think about color, size, thickness of lines, detail in picture, layout, etc...
 - Writers think about what the character learns in the book about living in the world. We ask ourselves, “How does this book help me understand my life better?” then revise to include our thinking.
 - Writers notice whether the book we are reviewing has won any awards as we think about whether others might like that and revise or review to include this thinking. We can use the rewards as reasons to convince our audience because the experts agreed.

Editing & Grammar (helping us read it)--Friday lessons

- Writers use commas in greetings and closings of letters.
- Writers use capitals for book titles and names. (i.e. Nate the Great-- 'Great' is part of his name so it is also capitalized)
- Writers give their readers rest stops by adding punctuation into their longer sentences. (use mentor texts to identify what it looks like, what it's called, and when it can be used in their writing)
- dashes
- commas
- parentheses
- Writers use an apostrophe to form contractions and frequently occurring possessives.
- Writers use juicier verbs and adjectives by using shades of meaning among closely related verbs and adjectives.
- Use paint swatches with 5 different colors to explain shades of meaning to students and how we want to use the best version (or synonym) of that word in our writing.

Publishing--End of Unit lessons/Celebration

- Halfway through the unit, introduce writing nominations (set it up like March Madness brackets) and have students write reviews to nominate books. Start with 8 book choices and set them up into brackets, the first week having them choose between two books and writing their reviews seeing which one wins, then the next two and moving them to the next bracket. Do the same for the next week. Then the final week they will write another two reviews total to come to the one overall book that they nominate for that year's opinion unit. Display or share these for the school to see as the celebration.
- Writers plan for a celebration by publishing and sharing.
- Writers can also make awards like the Caldecott Medal Award, etc. but on a second grade level (i.e. Help Award, Changing Award, The Moody Award, Scared Award, etc.) for their peers book reviews that they have read. (Avery makes Notarial Seals that can be used to make these awards and stick them on their peers reviews.) Students will meet with their partners or small group, switch reviews, read them, and decide on an award to give the book based on the review they read.

Syntax, Style, Grammar, and Conventions

Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Students will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to the K-5 folder for specific lessons and materials.

Sentence study introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style. Students will be able to apply their learning to develop and

strengthen their independent writing skills.

Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Core materials include:

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 2, Heinemann, 2013.

Materials used for grammar and convention study include the following: *Patterns of Power: Inviting Young Writers into the Conventions of Language* by Jeff Anderson.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Supplemental Instructional Materials

[Heinemann](#) for anchor charts and other teacher resources & materials (username: deacon@cranfordschools.org password: Hillside125)

Possible Mentor Texts:

- [The Best Part of Me: Children Talk About their Bodies in Pictures and Words](#) (Wendy Ewald)
- [I Wanna Iguana](#) (Karen Kaufman Orloff) – can also be used to teach letter writing
- [Don't Let the Pigeon Drive the Bus!](#) (Mo Willems)
- [Don't Let the Pigeon Stay Up Late!](#) (Mo Willems)
- [Hey, Little Ant](#) (Phillip Hoose)
- [Click, Clack, Moo: Cows That Type](#) (Doreen Cronin) – can also be used to teach letter writing
- [I Wanna New Room](#) (Karen Kaufman Orloff) – can also be used to teach letter writing
- [Dear Mrs. LaRue: Letters from Obedience School](#) (Mark Teague) – can also be used to teach letter writing

- [Should We Have Pets?: A Persuasive Text](#) (Sylvia Lollis)

Teacher Resources

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 2 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 2, Heinemann, 2013.
- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, and other online materials. (Consult with building principal or literacy team for access).
- *The Writing Strategies Book*, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- Cranford Public School Grades K-8 Google Folder for instructional materials

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Variety of paper choice that suits needs of student (raised line, dotted lines, color coded, double spaced)
- Choice seating (standing desks, laying on stomach, resistance bands on desks legs)
- Pencil grips, different size length/width pencils
- Blocking (blocking assignments into smaller segments)

- Cutting (cut worksheets into sections)
- Folding (fold worksheets into sections)
- Highlighting, color coding or underlining.
- Minimize amount of papers/organizers in writing folder/binder
- Slant desk
- Seat cushion/sensory input
- Use lines to indicate number of words in a sentence and where they should be placed
- Personal dictionary (Words I Use When I Write)
- Personal Word Wall with sight words
- Speech to Text (Dictation technology)
- Visual aides on desk (blends, di/trigraphs, diphthongs), (structure/organization)
- Provide peer support
- Use brain breaks as well as short breaks within work session
- Checklist with visuals
- Student office/privacy folders

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the Grades K-5 folder for specific appropriate interventions.