Elementary Writing - Grade 2 - Trimester 2

Content Area: **ELA**
Course(s): **ELA Grade 3**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

L.WF.2.1	Demonstrate command of the conventions of writing.
L.WF.2.1.A	Write legibly and with sufficient fluency to support composition.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
L.WF.2.3.C	Supply adjectives in noun phrases to make them more precise or engaging.
L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
L.WF.2.3.E	Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
L.WF.2.3.G	With assistance, link sentences into a simple, cohesive paragraph with a main idea.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.AW.2.1.A	Introduce an opinion.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.AW.2.1.C	Provide a conclusion.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.2.2.A	Introduce a topic clearly.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2.C	Provide a conclusion.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.WP.2.4.A	Identify audience and purpose before writing.
W.WP.2.4.B	Participate in self-evaluation of written work.
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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).
SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Rationale and Transfer Goals

Rationale

1. **W.AW.2.1: Opinion Writing**
    - **Rationale:** Opinion writing encourages students to engage with topics meaningfully, promoting their ability to articulate thoughts and defend positions using logical reasoning and evidence.
2. **W.WP.2.4: Writing Process**
    - **Rationale:** Understanding that writing is a process helps students produce higher-quality work and develop a growth mindset, seeing writing as something that can be improved over time.
3. **L.WF.2.1 & L.WF.2.3: Conventions of Writing**
    - **Rationale:** Mastery of conventions is critical for clear communication and allows students to express their ideas effectively. This includes using precise language and varying sentence structures to enhance writing.
4. **SL.PE.2.1: Collaborative Conversations**
    - **Rationale:** Collaborative conversations foster communication skills and social interaction, helping students learn to express themselves and understand different perspectives.
5. **W.RW.2.7: Independent and Collaborative Writing**
    - **Rationale:** Engaging in varied writing tasks allows students to explore different genres and purposes, enhancing their writing skills through diverse experiences.

Transfer Goals

1. **W.AW.2.1**
    - Students will be able to apply their opinion-writing skills across different contexts, such as writing letters, essays, or blog posts in future grades or real-life situations.
2. **W.WP.2.4**
    - Students will use the writing process throughout their educational journey, understanding that writing can always be refined and improved through feedback and revisions.

3. **L.WF.2.1 & L.WF.2.3**
    - Students will demonstrate command of language conventions not just in writing but also in speaking, enhancing their overall communication abilities in various subjects and social settings.
4. **SL.PE.2.1**
    - Students will apply their conversational skills in diverse group settings, preparing them for future academic discussions and collaborative projects.
5. **W.RW.2.7**
    - Students will continue to engage in writing activities beyond the classroom, using writing as a tool for personal expression, communication, and learning across disciplines.

Enduring Understandings

- **W.AW.2.1: Opinion Writing**
    - **Students understand that** expressing an opinion requires not only stating a belief but also supporting it with reasons and evidence. This structure is fundamental to effective argumentation in both written and spoken forms.
- **W.WP.2.4: Writing Process**
    - **Students understand that** writing is a multi-step process that involves planning, drafting, revising, and editing. Engaging with feedback from peers and adults is essential for improving writing quality.
- **L.WF.2.1 & L.WF.2.3: Conventions of Writing**
    - **Students understand that** mastering the conventions of writing, including grammar, punctuation, and vocabulary, is crucial for clear and effective communication. This includes using precise language and crafting cohesive sentences.
- **SL.PE.2.1: Collaborative Conversations**
    - **Students understand that** effective communication in discussions involves active listening, respectful engagement, and building on the ideas of others. Collaboration enhances understanding and encourages diverse perspectives.
- **W.RW.2.7: Independent and Collaborative Writing**
    - **Students understand that** regular practice in writing—both collaboratively and independently—fosters growth as a writer. Writing serves various purposes and can be a powerful tool for expression and learning.

- **W.IW.2.2: Informative/Explanatory Writing**
    - **Students understand that** informative and explanatory writing involves clearly introducing a topic, supporting it with relevant details and examples, and providing a coherent conclusion. This structure helps convey information effectively.
- **W.WR.2.5: Research and Inquiry**
    - **Students understand that** generating questions and conducting research are essential steps in learning about a topic. Locating and using reliable information from various sources enhances their understanding and supports their writing.
- **W.SE.2.6: Evaluating Sources**
    - **Students understand that** prioritizing information from different sources helps them organize their thoughts and determine the most relevant details for their writing. This skill fosters critical thinking and analytical skills.
- **W.RW.2.7: Collaborative and Independent Writing**
    - **Students understand that** engaging in both collaborative and independent writing tasks helps them develop flexibility and adaptability as writers. Writing serves multiple purposes, and varied experiences contribute to growth.
- **L.WF.2.1 & L.WF.2.3: Conventions of Writing**
    - **Students understand that** mastering writing conventions, such as punctuation, grammar, and sentence structure, is crucial for clear communication. Proper conventions help ensure that writing is legible, coherent, and effective.

Essential Questions

- **W.AW.2.1: Opinion Writing**
    - How can I clearly introduce my opinion so that my readers understand my point of view?
    - What types of evidence and examples can I use to support my opinion effectively?
    - Why is it important to provide a conclusion, and how can it summarize my main points?
- **W.WP.2.4: Writing Process**
    - What steps should I take to plan my writing before I start?
    - How can I use feedback from others to improve my writing?
    - In what ways can self-evaluation help me recognize areas for improvement in my work?
- **L.WF.2.1 & L.WF.2.3: Conventions of Writing**
    - Why is it important to use proper conventions like punctuation and grammar in my writing?
    - How can adding adjectives and using different verbs make my writing more engaging?
    - What strategies can I use to link sentences into cohesive paragraphs?

- **SL.PE.2.1: Collaborative Conversations**
    - How can I respectfully share my ideas in a group discussion?
    - What does it mean to build on someone else's comments, and why is it important?
    - How can asking questions help me understand others' perspectives better during conversations?
- **W.RW.2.7: Collaborative and Independent Writing**
    - What are the benefits of writing with a partner compared to writing by myself?
    - How can I stay motivated during longer writing tasks?
    - In what ways does practicing writing regularly help me become a better writer?
- **W.IW.2.2: Informative/Explanatory Writing**
    - How can I clearly introduce a topic so my readers understand what I am writing about?
    - What types of details and examples are most effective in supporting my topic?
    - How does a strong conclusion help convey the main ideas of my writing?
- **W.WR.2.5: Research and Inquiry**
    - What questions do I have about a topic that can guide my research?
    - How can I find reliable sources of information to answer my questions?
    - In what ways can conducting research enhance my understanding of a topic?
- **W.SE.2.6: Evaluating Sources**
    - How do I determine which information is the most important for my writing?
    - What criteria should I use to evaluate the reliability of different sources?
    - How can organizing information from various sources improve my writing?
- **W.RW.2.7: Collaborative and Independent Writing**
    - How do collaborative writing experiences differ from independent writing tasks?
    - What benefits do I gain from sharing my writing with others?
    - How can I adapt my writing style to suit different purposes and audiences?
- **L.WF.2.1 & L.WF.2.3: Conventions of Writing**
    - Why are writing conventions, like punctuation and grammar, important for effective communication?
    - How can I improve the clarity of my writing by using proper conventions?
    - In what ways can mastering sentence structure enhance the overall quality of my writing?

Content & Activities

Trimester 2

Assessments

Rubrics and Graphic Organizers

Spiraling for Mastery

1. **W.AW.2.1: Opinion Writing**
    - **Prerequisite Skills:**
        - Ability to express a simple preference (e.g., “I like ice cream”).
        - Basic understanding of cause and effect (why one thing is liked over another).
        - Familiarity with basic sentence structure (subject + verb + object).
2. **W.WP.2.4: Writing Process**
    - **Prerequisite Skills:**
        - Understanding the basic steps of writing (planning, drafting, revising, editing).
        - Ability to receive and apply feedback on their writing.
        - Familiarity with peer review processes (sharing work with classmates).
3. **L.WF.2.1: Conventions of Writing**
    - **Prerequisite Skills:**
        - Basic handwriting skills (legible letters and spacing).
        - Understanding punctuation (periods, question marks).
        - Knowledge of sentence structure (simple sentences).
4. **L.WF.2.3: Advanced Writing Conventions**
    - **Prerequisite Skills:**
        - Recognizing nouns and verbs in simple sentences.
        - Using basic adjectives (e.g., colors, sizes).
        - Understanding past, present, and future tense at a basic level.
5. **SL.PE.2.1: Collaborative Conversations**
    - **Prerequisite Skills:**
        - Basic listening skills (paying attention when others speak).
        - Ability to take turns in conversations.
        - Asking simple questions to clarify understanding.
6. **W.RW.2.7: Writing Tasks**
    - **Prerequisite Skills:**
        - Familiarity with different types of writing (stories, lists, letters).
        - Ability to write for a short period independently.

Spiraling Activities

1. **W.AW.2.1: Opinion Writing**
    - **Activity:** Opinion Chart
        - **Description:** Create a chart where students can express their opinions on various topics (e.g., favorite season, best pet). They can then write simple sentences to support their opinions.
        - **Spiraling Skill Development:** Progress from expressing preferences to writing structured opinion pieces with supporting reasons.
2. **W.WP.2.4: Writing Process**
    - **Activity:** Writing Workshop
        - **Description:** Implement regular writing workshops where students practice drafting, revising, and editing their work in stages, focusing on different aspects each time.
        - **Spiraling Skill Development:** Start with simple drafts and gradually incorporate more complex revisions based on peer and teacher feedback.
3. **L.WF.2.1: Conventions of Writing**
    - **Activity:** Sentence Building
        - **Description:** Use sentence strips to allow students to build sentences, focusing on legibility and proper punctuation. They can practice writing sentences from prompts.
        - **Spiraling Skill Development:** Transition from basic sentence building to creating cohesive paragraphs with proper conventions.
4. **L.WF.2.3: Advanced Writing Conventions**
    - **Activity:** Adjective Hunt
        - **Description:** Have students go on a "word hunt" in books or magazines to find adjectives and then create descriptive sentences about objects in the classroom or their surroundings.
        - **Spiraling Skill Development:** Move from using simple adjectives to incorporating more descriptive language and linking verbs.
5. **SL.PE.2.1: Collaborative Conversations**
    - **Activity:** Partner Discussions
        - **Description:** Pair students to discuss a prompt or topic, ensuring they practice active listening and taking turns. They can summarize what their partner said afterward.
        - **Spiraling Skill Development:** Progress from simple discussions to more structured debates or group discussions where they build on each other’s ideas.
6. **W.RW.2.7: Writing Tasks**
    - **Activity:** Writing Journal
        - **Description:** Maintain a writing journal where students write daily or weekly on various prompts, alternating between independent and collaborative writing tasks.
        - **Spiraling Skill Development:** Increase the complexity of writing tasks, incorporating different genres and audience awareness over time.

Career Awareness, Exploration, Preparation, and Training

- **Career Opinion Pieces**
    - **Activity:** Students choose a career they are interested in and write an opinion piece about why that career is important or exciting.
    - **Objective:** Practice W.AW.2.1 by introducing their opinion, supporting it with facts (e.g., job responsibilities, required skills), and providing a conclusion.
    - **Outcome:** Develop writing skills while exploring different careers.

- **Career Research Project**
    - **Activity:** In small groups, students select a profession and gather information about it using books or reliable websites. They prepare a short presentation to share with the class.
    - **Objective:** Aligns with W.WP.2.4 by involving planning, researching, and revising their presentations.
    - **Outcome:** Enhance research skills while learning about various careers.

- **Career Vocabulary Wall**
    - **Activity:** Create a vocabulary wall featuring key terms related to different careers (e.g., architect, engineer, nurse). Students can add adjectives to describe these careers.
    - **Objective:** Supports L.WF.2.1 and L.WF.2.3 by helping students use precise language in their writing.
    - **Outcome:** Build vocabulary and understanding of career-related language.

- **Job Interviews Role-Play**
    - **Activity:** Students pair up and role-play job interviews, taking turns being the interviewer and the interviewee for different careers. They can use prepared questions.
    - **Objective:** Develop SL.PE.2.1 skills by practicing respectful conversations and building on each other's comments.
    - **Outcome:** Enhance verbal communication and interpersonal skills.

- **Career Show and Tell**
    - **Activity:** Invite parents or community members to share their careers with the class. Students prepare questions to ask during the presentations.
    - **Objective:** Supports W.RW.2.7 by encouraging collaborative discussions and independent thinking.
    - **Outcome:** Broaden understanding of various professions and encourage inquiry.

- **Career Reflection Journal**
    - **Activity:** After exploring different careers, students write in a journal about which career they find most interesting and why. They should include supporting details and a conclusion.
    - **Objective:** Aligns with W.AW.2.1 by helping students structure their writing effectively.
    - **Outcome:** Foster self-reflection and writing fluency.

- **Class Career Fair**
    - **Activity:** Organize a class career fair where students create posters about their chosen careers. They can present these to their classmates and answer questions.
    - **Objective:** Incorporate W.WP.2.4 by allowing for planning, revising, and self-evaluation of their presentations.
    - **Outcome:** Promote creativity and presentation skills while exploring diverse careers.

Life Literacies & Key Skills

- **Critical Thinking and Problem Solving**
    - **Skill Development:** Students learn to analyze information about various careers and make informed opinions based on their research.
    - **Application:** In activities like the Career Research Project and Career Opinion Pieces, students evaluate sources, synthesize information, and express their views.
- **Creativity and Artistic Expression**
    - **Skill Development:** Through the integration of visual arts with writing, students develop their ability to express ideas creatively.
    - **Application:** The Career Opinion Pieces activity allows students to illustrate scenes related to their chosen careers, enhancing their understanding and engagement.
- **Collaboration and Teamwork**
    - **Skill Development:** Students learn to work effectively in groups, sharing responsibilities and building on each other's ideas.
    - **Application:** Activities like the Career Research Project and Job Interviews Role-Play encourage students to collaborate and communicate with peers, fostering teamwork.
- **Communication Skills**
    - **Skill Development:** Students enhance their verbal and written communication skills through presentations, role-playing, and discussions.
    - **Application:** The Career Show and Tell and Class Career Fair activities promote clear expression of ideas and active listening skills during peer presentations.
- **Digital Literacy**
    - **Skill Development:** Students gain familiarity with technology tools for research and presentation.
    - **Application:** In the Career Research Project, students utilize digital platforms like Google Slides to create and present their findings, developing essential tech skills for the future.
- **Self-Reflection and Personal Growth**
    - **Skill Development:** Through journaling and reflection activities, students learn to evaluate their experiences and understand their interests and aspirations.

- **Application:** The Career Reflection Journal promotes self-awareness and personal development by encouraging students to reflect on what they've learned about teamwork and careers.

- **Inquiry and Curiosity**
  - **Skill Development:** Students cultivate a sense of curiosity and a desire to learn about different professions and the skills required for them.
  - **Application:** Activities like Career Show and Tell and Job Interviews Role-Play encourage students to ask questions and seek deeper understanding about how various careers function.

- **Mathematical Thinking**
  - **Skill Development:** By categorizing vocabulary and creating graphs, students practice organizing data and interpreting information quantitatively.
  - **Application:** The Career Vocabulary Wall activity integrates math skills, reinforcing concepts like classification and data representation.

Interdisciplinary Connections

- **Career Opinion Pieces (Writing and Art)**
  - **Activity:** After writing their opinion pieces, students illustrate a scene related to their chosen career. This could include drawing the work environment or tools used in that profession.
  - **Objective:** Integrate W.AW.2.1 with visual arts by allowing students to express their understanding creatively.
  - **Outcome:** Develop writing skills and artistic expression, enhancing engagement and understanding of the chosen careers.

- **Career Research Project (Research and Technology)**
  - **Activity:** In small groups, students use technology to create a digital presentation (e.g., using Google Slides) about their selected profession, including images, videos, and interactive elements.
  - **Objective:** Aligns with W.WP.2.4 and incorporates technology skills, enhancing their ability to research and present information effectively.
  - **Outcome:** Develop tech literacy alongside research skills, preparing them for future academic tasks.

- **Career Vocabulary Wall (Language Arts and Math)**
  - **Activity:** As students add vocabulary terms to the wall, they can categorize the terms by job sectors (e.g., healthcare, engineering) and create simple graphs to represent the number of terms in each category.
  - **Objective:** Supports L.WF.2.1 and L.WF.2.3 while incorporating math skills through data representation.
  - **Outcome:** Reinforce vocabulary and math skills through categorization and graphing.

- **Job Interviews Role-Play (Social Studies and Communication)**

- **Activity:** Students research the history and evolution of their chosen careers and discuss how these jobs have changed over time during the role-play.
- **Objective:** Develop SL.PE.2.1 skills and incorporate social studies by understanding the context of careers.
- **Outcome:** Enhance understanding of careers in historical and social contexts while improving communication skills.

- **Career Show and Tell (Science and Inquiry)**

  - **Activity:** Invite community members to discuss how their careers relate to science (e.g., a veterinarian explaining animal biology). Students can ask questions related to scientific principles.
  - **Objective:** Supports W.RW.2.7 by combining collaborative discussions with scientific inquiry.
  - **Outcome:** Foster curiosity about science and its application in various careers, enhancing both inquiry and conversation skills.

- **Career Reflection Journal (Writing and Self-Assessment)**

  - **Activity:** Incorporate elements of social-emotional learning by having students reflect on what they learned about teamwork during their career exploration activities and how it applies to their future career aspirations.
  - **Objective:** Aligns with W.AW.2.1 and encourages personal growth and self-awareness.
  - **Outcome:** Develop writing fluency while promoting self-reflection on interpersonal skills.

- **Class Career Fair (Art and Public Speaking)**

  - **Activity:** In addition to creating posters, students design a "business card" for their chosen career, including their name, job title, and a catchy slogan about why their career is important.
  - **Objective:** Incorporate art skills and enhance W.WP.2.4 by practicing public speaking skills as they present their career to classmates and parents.
  - **Outcome:** Promote creativity in design and improve presentation skills, giving them real-world context for their work.