Sept. Gr.2 : WRITING: How Writers Work

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Text Type: Launching
This unit was created to help students understand the writing process and get to know how and why writers write in the ways they do. Students will find out all of the different reasons why we write and have the opportunity to build their own writing identities. The books in the study will help students read closely, think about the authors' purposes, and understand them as people as well as writers. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. For a writing workshop to run smoothly, students need to know what they are expected to do. Procedural conversations—such as how the writing workshop will function, what the writing tools are and how they will be used, and what students should do if they think they're done writing—are also presented in this unit.

Enduring Understandings

Students will discover that writers get ideas for writing
by using their senses to observe the world around them,
and how they use their notebooks to record their ideas.

Writers create drafts using thier notes to create stories that have beginnings, middles and ends.

Essential Questions

How do writers generate ideas and take notes they use to create their stories?

How does a writer organize thier thinking to create a story with a beginning, middle and end?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons
Day 1:
A Writer's Life
uses Author: A True Story by Helen Lester.
Rationale: Students will be introduced to the structure of writing workshop,
their roles and responsibilities, and discover how an author's writing life began

and the lessons she learned along the way.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 2:
Holding on to Memories
uses Fireflies by Julie Brinckloe.
Rationale: Writers often record important events in their lives so they are not forgotten. Students will learn how and why writers use notebooks to record memories, experiences, and ideas for writing.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 3:
Writing Possibilities
uses Let's Do Nothing by Tony Fucile.
Rationale: Students will discover that sometimes when writers have trouble coming up with possibilities for writing, they use their imaginations to turn simple moments into engaging and entertaining stories.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 4:
Writers' Motivation And Inspiration
uses The Best Story by Eileen Spinelli.
Rationale: Students will learn that writers find motivation and inspiration for writing in the special people, places, and events in their lives.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 5:
Writers "Read" Their World with Notebook in Hand
uses Nothing Ever Happens on 90th Street by Roni Schotter.
Rationale: Students will discover that writers get ideas for writing by using their senses to observe the world around them, and how they use their notebooks to record their ideas.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.4, L.2.5, L.2.6

Mini-Lessons
Generating Ideas I: Memorable Moments
uses Fireflies by Julie Brinckloe.
Rationale: Writers find inspiration from meaningful and emotional times in their lives. Students will recall important
memories and details to generate ideas for writing.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6,

L.2.1,
L.2.2, L.2.5, L.2.6

Generating Ideas II: What's In My Heart
uses The Best Story by Eileen Spinelli.
Rationale: Writers write about what they know and care for. Students will focus on the people and places in their lives as inspiration for their writing.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1,
L.2.2, L.2.5, L.2.6

Selecting: Deciding What Matter's Most
uses students' Writers' Notebooks.
Rationale: Writers thoughtfully select an idea to expand into a longer piece. Students will read through their Writers' Notebooks and carefully choose an idea to develop into a published piece.
Common Core State Standards: W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Collecting: Gather More Information
uses Fireflies by Julie Brinckloe.
Rationale: Once writers have selected ideas, they need time to further explore those ideas and collect more information about them. Students will gather more information and details to develop their ideas.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.5, L.2.6

Drafting: Organization—Putting It All Together
uses The Best Story by Eileen Spinelli.
Rationale: Writers create drafts that are organized and easy to read. Students will use the information in their notebooks to map out a beginning, middle, and end of their stories that are sensible and interesting for readers.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.6

Revising: Making My Message Clear
uses Author: A True Story by Helen Lester.
Rationale: Writers revise their work so their ideas are clear and their words are engaging. Students will add relevant
details that support their main ideas.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.5, L.2.6

Editing: Checking My Punctuation, Spelling, And Grammar
uses Let's Do Nothing by Tony Fucile.
Rationale: Writers need to get their writing ready for an audience by checking their spelling, capitalization, and

punctuation. Students will use an editing checklist independently and with a partner.
Common Core State Standards: W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5,
L.2.6

Publishing: Getting Ready For Your Readers!
uses all mentor texts from the unit.
Rationale: Writers need to prepare their writing for publication by including various publishing techniques to help
their readers understand their purpose and passion. Students will create Dedications, titles or title pages, covers,
About the Author pages, etc. to give their readers some insight into their inspirations and intentions.
Common Core State Standards: W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.5, SL.2.6, L.2.1, L.2.2,
L.2.4, L.2.5, L.2.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will buid upon previous knowledge about how professional writers work and create.

9.1.2.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
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).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	Digital tools and media resources provide access to vast stores of information that can be searched.

9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

CS	Computing Systems
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
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.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.

Interdisciplinary Connections

Through the mentor texts, and personal choice text, students will make interdisciplinary connections during the writing process.

SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.

- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP modifications will be followed

RTI support in writing

conferencing,

re-teaching mini-lessons

extended writing time/opportunities

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher conferences

worksheets

Anecdotal records

Student drafts

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection
uses students' published pieces, Writers' Notebooks, and a self-reflection handout for students to complete.
Rationale: Reflection is an important part of the writing process, as a writer's work is never truly finished. Having
students reflect on their learning and set goals for the future enables them to become more independent writers.

Final writing pieces

Teacher made assessments

Instructional Materials

Schoolwide, Inc. "How Writers Work" teacher instructional unit

Mentor Texts
Author: A True Story
by Helen Lester
The Best Story
by Eileen Spinelli
Fireflies
by Julie Brinckloe
Let's Do Nothing
by Tony Fucile
Nothing Ever Happens on
90th Street
by Roni Schotter

Leveled texts to be used as additional resources to differentiate instruction

leveled resources for research into topics of interest

Links and videos (Schoolwide and teacher chosen)

Smartboard applications

document camera

Standards

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules 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).
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.2.5	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.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.2.1.a	Use collective nouns (e.g., group).
CCSS.ELA-Literacy.L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-Literacy.L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.1.f	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).
CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.
CCSS.ELA-Literacy.L.2.2.b	Use commas in greetings and closings of letters.
CCSS.ELA-Literacy.L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-Literacy.L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

CCSS.ELA-Literacy.L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.2.4.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).
CCSS.ELA-Literacy.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CCSS.ELA-Literacy.L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CCSS.ELA-Literacy.L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CCSS.ELA-Literacy.L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CCSS.ELA-Literacy.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).