Sept. WRITING: Grammar yearlong unit Gr. 2

Content Area: **English**
Course(s):
Time Period: **September**
Length: **1-40 Weeks**
Status: **Published**

Unit Overview

This unit is to be taught as lessons wherever they fit within the writing units, not as a stand alone unit. Each lesson and mini-lesson covers various grammar and convention topics with mento texts

Enduring Understandings

There are grammar and writing conventions that need to be followed in order to be a clear communicator in the English Language.

Essential Questions

What English Grammar and writing conventions does a writer need to follow in order to be a clear communicator?

Instructional Strategies & Learning Activities

Text Layout
Lesson 1: Interactive Read-Aloud
Writers Make Fun Choices With Words uses I Stink! by Kate McMullan.
Rationale: When writers consider the best ways to engage their readers, they not only think about the words they write but also about how those words should appear on the page. Students will notice how thoughtful choices about text layout can enhance the readers' experience and understanding. Students can then try out some of these creative text layout techniques in their own writing.
Common Core State Standards: RL.2.5, SL.2.4, SL.2.6, L.2.5, L.2.6

Lesson 2: Interactive Read-Aloud
The Look of the Book uses Snow Day! by Lester L. Laminack.
Rationale: Writers can create interesting stories with words. They can also engage their readers when they decide to place their sentences and words in interesting arrangements on the page. Students will notice how the placement and layout of text can really make a difference in how readers interpret a book.

Common Core State Standards: RL.2.5, SL.2.4, SL.2.6, L.2.5, L.2.6

Lesson 3: Mini-Lesson
Placement Matters uses I Stink! by Kate McMullan and Snow Day! by Lester L. Laminack.
Rationale: Writers recognize how the "look" of a book can make all the difference to their readers. Interesting arrangements of pictures and print can, too. Students will apply some of the layout and placement techniques they have observed in mentor texts to their own writing.
Common Core State Standards: RL.2.5, SL.2.4, SL.2.6, L.2.5, L.2.6, W.2.3

Mentor Texts
Close Your Eyes
by Kate Banks
First Year Letters
by Julie Danneberg
I Stink!
by Kate McMullan
If You Were a Compound
Word
by Trisha Speed Shaskan
If You Were a Plural Word
by Trisha Speed Shaskan
Night Noises
by Mem Fox
Nouns and Verbs Have a Field
Day
by Robin Pulver
Punctuation Takes a Vacation
by Robin Pulver
Snow Day!
by Lester L. Laminack
To Root, to Toot, to
Parachute: What Is a Verb?
by Brian P. Cleary
Shared Texts
"My First Plane Ride"
"Opening Day"
"The Race"
"Reflecting on Nature"
"Spring Into Action!"

Capitalization
Lesson 1: Interactive Read-Aloud
Saluting Salutations and Closings uses First Year Letters by Julie Danneberg.
Rationale: Writers can share their thoughts and experiences with others by writing letters. Students will explore
how letters begin and end and will learn how to use capital letters in salutations and closings. Then they'll apply
these skills by writing letters of their own.

Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.2

Lesson 2: Mini-Lesson
The Conventions of Capitalization uses the shared text “Opening Day.”
Rationale: Writers remember many different rules for capitalization. Students will gain confidence and knowledge
by reviewing the main rules for capitalization and will use an editing checklist to assist with identification of proper
use of capital letters.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.2

Punctuation
Lesson 1: Interactive Read-Aloud
A World Without Punctuation uses Punctuation Takes a Vacation by Robin Pulver.
Rationale: Writers use punctuation marks to help readers make sense of what they are reading. Students will notice
and understand the chaos and confusion we would face if all of a sudden our punctuation marks took the week off.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.2

Lesson 2: Mini-Lesson
Punctuation All Around Us uses punctuation rules and practice sheets.
Rationale: Writers carefully consider the punctuation they use in their writing and how it will affect readers’ interpretation of a text. It plays an important role in literacy and language arts. Students will continue to explore the
important role punctuation plays in their daily lives.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.2

Lesson 3: Mini-Lesson
Punctuating the Words People Say uses Snow Day! by Lester L. Laminack.
Rationale: Writers use quotation marks to reflect the words that people say. Students will learn how writers use an
introductory comma, capitalization, and end punctuation when punctuating dialogue.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.2

Lesson 4: Mini-Lesson
Forming Contractions uses the shared text “My First Plane Ride.”
Rationale: Writers form contractions by using an apostrophe to join two words. Students will learn how to form
contractions and use them effectively in their speaking and writing.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, L.2.2

Lesson 5: Mini-Lesson
The Possibilities of Punctuation uses Punctuation Takes a Vacation by Robin Pulver.
Rationale: Writers select punctuation marks to help their readers and to convey clear messages and emotions. Students will review the usage rules connected to punctuation.

Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.2

Parts of Speech
Lesson 1: Interactive Read-Aloud
Nouns and Verbs Work Together uses Nouns and Verbs Have a Field Day by Robin Pulver.
Rationale: When writers use nouns and verbs effectively, readers quickly understand who is doing what in a sentence. Students will notice how nouns and verbs work together and how they enhance the way we speak and
write.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1

Lesson 2: Interactive Read-Aloud
Adjectives All Around! uses the shared text "Spring Into Action!"
Rationale: Writers use words that describe or modify another person or thing in a sentence. Students will recognize
the important use of adjectives when they write, read, and speak.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1

Lesson 3: Interactive Read-Aloud
Verbs as a State of Being uses To Root, to Toot, to Parachute: What Is a Verb? by Brian P. Cleary.
Rationale: Writers use verbs to express action. They also use verbs to express states of being. Students will be introduced to the idea that verbs can take a form of "be" (is, am, was, were, are, be, being, and been) or of "have"
(has, had, and have).
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1

Lesson 4: Interactive Read-Aloud
Let's Learn About Adverbs uses the shared text "The Race."
Rationale: Writers know that adverbs are used to modify or change verbs. They tell us when, where, in what manner, or to what extent an action is performed. Students will learn about the role of adverbs and how to use them effectively in their speaking and writing.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1

Lesson 5: Interactive Read-Aloud
When It's More Than One, It's Fun! uses If You Were a Plural Word by Trisha Speed Shaskan.
Rationale: Writers consider their word choices and think about the rules for singular and plural words when writing.
Students will be introduced to the rules connected to writing plural words and practice applying them.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1

Lesson 6: Mini-Lesson
Practicing Plurals uses rules and examples for forming plural nouns.
Rationale: Writers have to remember many rules for forming plural words in English. Students will review these
rules, see examples of each, and practice making plurals out of the nouns in their environment. Students will also

practice using plural words in their writing.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1

Lesson 7: Interactive Read-Aloud
What Happens When You Put Two Words Together? uses If You Were a Compound Word by Trisha Speed Shaskan.
Rationale: Writers use compound words by putting two words together to make a new word with a new meaning.
Students will learn how compound words are formed and how to identify the words that are put together to form
them. They will also learn to comprehend the meanings of newly formed compound words and then practice creating compound words.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.4

Lesson 8: Mini-Lesson
Compound Word Fun! uses examples of compound words.
Rationale: Writers choose words in their pieces that are interesting and appealing. Students will continue to review
and practice using compound words.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.4

Lesson 9: Mini-Lesson
Let's Learn About Pronouns uses definitions and examples of pronouns.
Rationale: Writers use pronouns to replace nouns that are repetitive and to make their writing more appealing and
interesting. Students will learn about the important roles that all pronouns play while focusing on reflexive pronouns
in their reading and writing.
Common Core State Standards: SL.2.1, SL.2.6, L.2.1

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Sentence Structure
Lesson 1: Interactive Read-Aloud
Exploring Description and Dialogue uses Close Your Eyes by Kate Banks.
Rationale: Writers use dialogue and description effectively in order to engage their readers. They use dialogue to let
the characters in a story speak for themselves and description to invite readers to visualize and appreciate the tone
of the book. Students will explore the role that dialogue and description can play when telling a story.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.6, W.2.3

Lesson 2: Mini-Lesson
Experimenting With Dialogue uses Close Your Eyes by Kate Banks.
Rationale: Writers discover new ways to structure and punctuate dialogue. Students will select a piece of their writing and determine whether there are opportunities to include dialogue.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.6, W.2.3

Lesson 3: Interactive Read-Aloud
Creating Sentences That Come Alive! uses Night Noises by Mem Fox.
Rationale: Writers build detailed sensory images using precise nouns and vivid verbs. Students will begin to notice
how writers can combine nouns and verbs to create sentences that engage readers' senses and paint pictures in their minds.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.6, W.2.3

Lesson 4: Mini-Lesson
Using Nouns and Verbs Effectively in Sentences uses To Root, to Toot, to Parachute: What Is a Verb? by Brian
P. Cleary and Night Noises by Mem Fox.
Rationale: Good writers know how to choose powerful nouns and verbs and use them effectively in their sentences. They understand how nouns and verbs work together. This lesson will reinforce what students have learned about nouns and verbs and will offer them practice writing sentences using nouns and verbs effectively.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.6, W.2.3

Culminating Mini-Lesson
Culminating Mini-Lesson uses student self-reflection sheets and the shared text "Reflecting on Nature."
Rationale: Writers reflect on the grammatical structures and conventional rules they need to remember when writing for a variety of purposes. Students will complete reflection sheets related to capitalization, punctuation, and
parts of speech.
Common Core State Standards: RL.2.1, RL.2.3, SL.2.1, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6, W.2.3

Integration of Career Readiness, Life Literacies and Key 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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

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

	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. Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Interdisciplinary Connections

English language grammar and writing conventions are necessary in all disciplines.

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:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning

will be assigned as appropriate.

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 accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored as deemed necessary.

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:

Discussions

Writing practice and worksheets

Teacher conferences

Teacher Observations

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:

Assessments on grammar and writing conventions as developed in the units.

Teacher made assessments for grammar and writing conventions.

Instructional Materials

Schoolwide, Inc. "Grammar grade 2" teacher instructional unit

Mentor texts as noted in lessons above.

Additional instructional worksheets and lessons as deemed needed by individuals and classes.

Smartboard tutorials

Standards

CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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.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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.2.6	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).