Unit 3- The Writing Process

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 2**
Length: **2 weeks**
Status: **Published**

Resources

- "Tuesday Debut - Presenting Megan Lacera!"
- The Invisible Boy
- Zombies Don't Eat Veggies!
- Evelyn Del Rey Is Moving Away

Essential Questions

How have you grown as a writer?

Do the order of events make sense?

Big Ideas

- Writers reflect on their writing journey, and make plans for future writing.

Spelling and Handwriting

Spelling:

Double Vowel VVC, HFW, Synonyms/Antonyms

Handwriting Goals:

- Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.
- Teachers will provide 3 stages of instruction:

- Stage 1 Direct Instruction- Watch someone form a letter first, and then write it.
- Stage 2 Guided Practice-Look at a letter and then write it
- Stage 3 Independent Practice - Write without watching someone or seeing the letter

- Continue Print Handwriting

Enduring Understandings

L.RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

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.F. Use an apostrophe to form contractions and frequently occurring possessives.

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

W.NW.2.3B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

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.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Assessments

- Individual Writing Assessment
- Individual Writing Assessment - Class Record
- Writing Piece Rubric https://docs.google.com/document/d/1qfLPmPQQmv-QmxPN2upQ5kirtgE16vmQexo6f1dfaPI/edit?usp=sharing