

# 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

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

## Assessments

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- Individual Writing Assessment
- Individual Writing Assessment - Class Record

## Spelling and Handwriting

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### 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**

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- 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.

## **Big Ideas**

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

## **Essential Questions**

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How have you grown as a writer?

Do the order of events make sense?