Unit 6- Letter Writing

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Essential Questions

How do writers consider their audience and purpose when writing friendly letters?

Big Ideas

- Writer's craft letters keeping in mind a specific audience and purpose.

Spelling and Handwriting

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
- Complete Print Handwriting Workbook

Spelling:

Past tense, Suffixes

Enduring Understandings

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.B. Capitalize holidays, product names and geographic names.

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

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

W.NW.2.3.C Use transitional words to manage the sequence of events.

W.NW.2.3.D Use concrete words and phrases and sensory details to convey experience and events.

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.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessments

- Letter Writing Individual Writing Assessment
- Letter Writing Individual Writing Assessment - Class Record
- Writing Piece Rubrichttps://docs.google.com/document/d/1X_sjabEJXOA3Ix9vL1DU5m2ocGnrtbll-tJLmExhx7M/edit?usp=sharing

Resources

- The Lonely Mailman
- Can I Be Your Dog?