Grade 2 Writing - Trimester 3

Content Area: **Writing**
Course(s): **Writing 2**
Time Period: **March**
Length: **60 days (one trimester)**
Status: **Published**

Unit Overview

Trimester 3

Unit Four: Unit 4 of the ARC is called “Jobs in My Community.” Throughout this unit, students will enjoy read alouds from a wide variety of authors, exposing them to the importance of a community and how we all play a part. They will "closely examine the ways in which everyone has an important role and works together to create a sense of community. They will focus on different careers and why the well-being of a community is in the hands of so many. This unit will consist of the following components: Morning Message: The purpose of the morning message is to reinforce Foundational Skills; Interactive Read-Aloud: Students will learn content, background knowledge, and academic language through these read alouds. Teachers will also use this time modeling/describing story elements, retelling, and comparing/contrasting; Readers' Workshop: Shared and Partner reading along with Independent Reading will take place. Teachers will track individual progress towards the learning goals.Daily Five Centers: Students will work in differentiated learning stations both independently and cooperatively to reinforce reading and writing skills.

**In addition, It is recommended that students log onto their iReady My Path for a total of 40 minutes per week. This can be chunked into smaller increments throughout the week. Students will complete an iReady diagnostic test once each trimester.

Priority Standards

L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.

Learning Plan (Skills and Activities)

Unit (Trimester 2)			Days	Trimester Taught

Unit 4 **T3**	Weeks 1-2 • Introduce Community • Explore the idea of a community and major roles – police officer, dr., nurse, teacher, mayor, business owner, specialty, equipment, schedule • Read alouds to describe examples of communities • Students will begin to choose one community job they feel is important to write an opinion piece about – convincing others of its importance. Targets: ~ I can ask and answer questions in regard to details about a fiction and non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the author's purpose in a nonfiction text.		10	T3

Unit 4 **T3**	Weeks 3-4 • Introduce Community • Explore the idea of a community and major roles and new vocabulary – interdependent, wants, needs, goods, services, trade school, college, graduate school • Read alouds to describe examples of communities • Students will research their community job of their choice for their opinion piece and work on their prewriting. Targets: ~ I can ask and answer questions in regard to details about a fiction and non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the author's purpose in a nonfiction text. ~ I can research facts about a topic to contribute to my opinion writing piece.		5	T3

Unit 4 **T3**	Weeks 5-6 • Introduce Community • Explore the idea of a community and major roles and new vocabulary – rural, urban, suburban, climate, natural resources, , transportation, segregation, technology • Read alouds to describe examples of communities • Drafting of opinion writing pieces will take place; mini lessons and writing conferences will be held – teachers will focus on the use of a strong introduction, 3 body paragraphs, a conclusion, strong details, transitional words and phrases, and the use of figurative language. Targets: ~ I can ask and answer questions in regard to details about a fiction and non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the author's purpose in a nonfiction text. ~ I can write an opinion piece.		10	T3

Unit 4 **T3**	Weeks 7-8 • Introduce Community • Explore the idea of a community and major roles and new vocabulary – organization, hierarchy, specialization, tourism, federal, rights, ability, living wage, food insecure • Read alouds to describe examples of communities • Drafting of opinion writing pieces will take place; mini lessons and writing conferences will be held – teachers will focus on the use of a strong introduction, 3 body paragraphs, a conclusion, strong details, transitional words and phrases, and the use of figurative language. Targets: ~ I can ask and answer questions in regard to details about a fiction and non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the author's purpose in a nonfiction text. ~ I can write an opinion piece.		10	T3

Unit 4 **T3**	Weeks 9-10 • Introduce Community • Explore the idea of a community and major roles and new vocabulary – organization, hierarchy, specialization, tourism, federal, rights, ability, living wage, food insecure • Read alouds to describe examples of communities • Student's will publish their opinion piece about a job they feel is very important in the community. Targets: ~ I can ask and answer questions in regard to details about a fiction and non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the author's purpose in a nonfiction text. ~ I can write an opinion piece with evidence to support my viewpoint.		5	T3

Unit 4 **T3**	Weeks 11-12 • Explore the idea of a community and major roles and new vocabulary – organization, hierarchy, specialization, tourism, federal, rights, ability, living wage, food insecure • Students will present their community opinion pieces. Targets: ~ I can ask and answer questions in regard to details about a fiction and non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the author's purpose in a nonfiction text. ~ I can write an opinion piece with evidence to support my viewpoint.		5	T3
Unit 3			**60 Days**	
Total Instructional Days			**180 Days**	

Learning Goals

Topics (Refer to ARC Teachers Edition)	Content Focus	Priority Standards	Learning Goals	Learni
ARC Jobs in Our Community (ARC Unit 4) Trimester 3	Introduce the Research Lab component in ARC	W.AW.2.1.	- Write opinion pieces in which they introduce the topic or book, state an opinion, and supply reasons to support that opinion.	- I can determ text sa to mak inferen - I can text ev writin

	Write persuasive -- opinion pieces			conclu from t - I can demar - I can resear piece audier
Telling More (ARC ALL UNITS) Trimester 3	Telling More: writing longer pieces as students explore telling more Capitalization and punctuation; subjects and predicates; commas; quotation marks	L.WF.2.3.	-use correct punctuation and capitalization -compare formal and informal uses of English -demonstrate conventions of standard English when writing and speaking -use knowledge of language and its conventions when writing, speaking, reading, and listening	• • • • • • •

Learning Target

- I can capitalize holidays, product names, and geographic names.
- I can cite specific text evidence when writing to support conclusions drawn from text.
- I can establish routines and relationships to sustain writing culture.
- I can form and use irregular verbs.
- I can improve on-demand writing skills.

- I can integrate adjectives and adverbs into writing.
- I can publish a well-researched opinion piece for a meaningful audience.
- I can read closely to determine what the text says explicity and to make logical inferences from it.
- I can use a variety of digital tools to publish my writing
- I can use capitalization correctly.
- I can use nouns and pronouns in my writing.
- I can use punctuation correctly
- I can work with my teacher and other adults to revise and edit my writing
- I can write an opening sentence.

Unit Assessments (Required)

- Trimester 3 Benchmark test on LinkIt

Strategies for Students in Need of Intervention

- Mini conference
- Peer editing
- Provide a copy of writing checklist/process
- Provide extended time
- Provide reminders for use of punctuation and capitals
- Provide word list to make better word choice
- reinforce phonics instruction to assist with spelling in writing
- Use adaptive/alterative writing paper
- Use graphic organziers to organize writing
- Use illustrations to help add details to writing

Essential Questions

- Define and describe this job.
- How has this job changed over time?
- How is this job different in different places?
- How is this job important to communities?
- What does it take to be good at this job?
- Which of the issues facing communities today most affects this job?
- Who is in charge of this job?

Materials and Resources

- ARC Teacher Framework Unit 4
- IRLA and Foundational Skills Toolkits
- Various reading materials

Technology Integration

Website Name	Web Address
Schoolpace	www.schoolpace.com
Wilson Academy	www.wilsonlanguage.com
Teaching without Frills	www.youtube.com

21st Century Life & Career Ready Practices

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Marzano Elements

- Communicating high expectations for each student to close the achievement gap
- Establishing and acknowledging adherence to rules and procedures
- Establishing and maintaining effective relationships in a student centered classroom
- Helping students engage in cognitively complex tasks
- Helping students examine similarities and differences
- Helping students examine their reasoning
- Helping students practice skills, strategies, and processes
- Helping students process new content
- Helping students revise knowledge
- Identifying Critical content from the standards
- Organizing students to interact with content
- Previewing New Content
- Providing feedback and celebrating progress
- Reviewing content
- Using engagement strategies
- Using formative assessments to track progress
- Using questions to help students elaborate on content