Grade 2 Writing - Trimester 2

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

Unit Overview

Trimester 2

Unit Two:: Unit 2 of ARC is the study of bugs. Throughout this unit, students will read about, research, and focus on the study of bugs. Through this study, students will study many types of bugs through the analysis of understanding the main idea of many non-fiction texts. 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.2.1	Demonstrate command of the conventions of writing.
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.

Learning Plan (Skills and Activities)

Unit 2 **(Trimester 2)**	**Lessons/Targets**		**Instructional Days**	**Trimester Taught**
Unit 2 **T2**	Weeks 1-2 • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – insect, arachnid, centipedes, millipedes, abdomen, antennae, thorax • Students will begin to study the main idea. • Students will classify their bug that they will research – one of the following classifications – insect, arachnid, centipedes • Students will learn about their bug's ecosystem. • Students will write a paragraph about the bug represented each day in response. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text. ~ I can write details about an informational topic.		10	T1
Unit 2 **T2**	Weeks 3-4 • Students ask and answer		10	T1

	questions about the text. • Students ask and answer questions to help clarify the meaning of words – spiracles, shelter, nectar, camouflage, mimicry, exoskelton, endoskeleton, mandibles, proboscis • Students will begin to study the main idea. • Students will learn about the physical adaptations of their bug. • Students will write about the physical adaptations of their bugs. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text. ~ I can research and write about a non-fiction topic.			
Unit 2 **T2**	Weeks 5-6 • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – colony, hive, larvae, nymph, egg sac, pests, pollen • Students will begin to study the main idea.		10	T1

	• Students will learn about the social and group behavior of their bug. • Students will learn about the interdependent relationships involving their bug. • Students will write about the social behavior of their bug. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text. ~ I can research and write about a non-fiction topic.			
Unit 2 **T2**	Weeks 7-8 • Students ask and answer questions about the text. • Students ask and answer questions to help clarify the meaning of words – pollination, pesticides, • Students will begin to study the main idea. • Students will learn about the how their bug affect's their ecosystem • Students will write about the connection their bug has to its ecosystem. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine		10	T1

	meaning of new vocabulary. ~ I can identify the main idea of a nonfiction text. ~ I can research and write about a non-fiction topic.			
Unit 2 **T2**	Weeks 9-10 • Students ask and answer questions about the text. • Students will begin to study the main idea. • Students will draft their informative writing piece about their bug. Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can write an informative writing piece based on facts and details of a topic I researched.		10	T1
Unit 2 **T2**	Weeks 11-12 • Students ask and answer questions about the text. • Students will learn about the social and group behavior of their bug. • Students will learn about another bug from a fellow student's writing. • Student's will finalize their informative writing piece about their bug. • Students will compare and contrast their bug research and writing to their classmates.		10	T1

	Targets: ~ I can ask and answer questions in regard to details about a non-fiction text. ~~ I can write an informative writing piece based on facts and details of a topic I researched.			
Unit 2			**60 Days**	

Learning Goals

Topics (Refer to ARC Teachers Edition)	Content Focus		Learning Goals	Lear
ARC Bugs in our Ecosystem (ARC Unit 2) Trimester 2	Introduce the Research Lab component in ARC Write informative/explanatory texts		- Write informative/explanatory texts to introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion	- I c to de the t expl mak infe - I c text writ conc from - I c dem skill - I c well info a me audi - I c rese base ques dem unde subj
Telling More	Telling More: writing		-use correct punctuation and	

(ARC ALL UNITS) Trimester 2	longer pieces as students explore telling more Capitalization and punctuation; subjects and predicates; commas; quotation marks		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 conduct short research projects based on focus questions, demonstrating understanding of the subject.
- 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 information text 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 2 Benchmark test on LinkIt

Essential Questions

- How does this bug interact with other members of its species? Why is this important to its survival?
- In which ecosystem does this bug live? How does this bug depend on its surroundings to get what it needs?
- What kind of bug is this? How do you know?
- What living things depend on this bug? How and why?
- What might happen to the ecosystem if this bug were removed permanently? What should humans do to make sure thi doesn't happen?
- What physical characteristics help this bug survive in its ecosystem?

Materials and Resources

- ARC Teacher Framework Unit 2
- IRLA and Foundational Skills Toolkits
- Various reading materials

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

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