

Grade 2 Writing - Trimester 2 (Units 4-6)

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

Unit Overview

Units 4-6	BAW	Writing Topics	Grammar
Tri. 2	Nonfiction	NonFiction Wriiting	Verbs/Presen Irregular Verl
Tri. 2	Nonfiction	NonFiction Wriiting	Subject Ver
Tri. 2	Nonfiction	Research Project	Review Ver
Tri. 2	"Letter Writing" (BAW Unit 5 week 1)	Letter Writing	Commas
Tri. 2	"Letter Writing" (BAW Unit 5 week 2)	Letter Writing	Commas
Tri. 2	"Letter Writing" (BAW Unit 5 week 3)	Letter Writing	Contractior
Tri. 2	"Poems and Words" (BAW Unit 6 week 1)	Poetry	Contractior
Tri. 2	"Poems and Words" (BAW Unit 6 week 2)	Poetry	Quotation l
Tri. 2	"Poems and Words" (BAW Unit 6 week 3)	Poetry	Quotations l

This unit will encompass nonfiction writing, research projects, letter writing and poetry (Being a Writer units 4-6). It takes place Trimester 2.

Priority Standards

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| LA.L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.2.5.A | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| LA.L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and |

responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

- LA.W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- LA.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- LA.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- LA.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- LA.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Learning Goals

Topics (Refer to BAW Teachers Edition)	Content Focus	Priority Standards	Learning Goals	Learning Targets Students will be able to:
Letter Writing (BAW Unit 5)	Nonfiction Writing Verbs	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement of section.	<ul style="list-style-type: none"> • I can Gather information • I can Introduce a topic and develop points about the topic • I can Incorporate facts and definitions • I can Use linking words <i>because, and, and also</i> • I can Summarize report in a closing statement. 	<ul style="list-style-type: none"> • I can introduce a topic (opening) • I can construct sentences using facts and definitions to develop points • I can provide a concluding statement • I can develop steps in process
Letter Writing (BAW Unit 5)	Letter Writing Commas	W.2.5-W2.6 With Guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing, and use a variety of digital tools to produce and publish writing, including in	<ul style="list-style-type: none"> • I can Focus on a topic • I can Revise and Edit Writing • I can Collaborate with peers and adults to strengthen writing. • I can Publish writing 	<ul style="list-style-type: none"> • I can plan and focus on a topic • I can revise and Edit my Writing • I can collaborate wi

		collaboration with peers.	using various digital tools.	th peers and adults to edit and strengthen my writing. <ul style="list-style-type: none"> • I can use various digital tools to publish my writing.
Letter Writing (BAW Unit 4 Non Fiction)	Research Project Contractions	W2.7-2.8 Participate in shared research and writing project. Recall information from experience or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • I can Understand role as part of a team and work to be accomplished. • I can Acquire knowledge from books and observations to produce a report. (scales should include note taking) 	<ul style="list-style-type: none"> • I can cite examples of information from experiences or gather information from grade appropriate sources • I can construct a research project using information gathered from different sources
Poems and Words (BAW Unit 6)	Poems and Words (BAW Unit 6, Week 1)	L.2.1, 2.2, 2.3 Demonstrate commands of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking. Use knowledge of language and its conventions when writing, speaking, reading and listening. Compare formal and informal uses of English	<ul style="list-style-type: none"> • I can Use correct grammar when writing or speaking • I can Apply correct punctuation, capitalization, and spelling in writing. • I can Differentiate between formal and informal uses of the English. 	<ul style="list-style-type: none"> • I can use correct grammar when wiring or speaking • I can use correct punctuation • I can use correct capitalization • I can use correct spelling • I can differentiate between formal and informal uses of

				English.
Poems and Words (BAW Unit)	Poetry Quotation Marks	L2.5 -2.6 Demonstrate understanding of figurative language, world relationships and nuances in the word meaning, use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.	<ul style="list-style-type: none"> • I can Associate word meaning with real life experiences. • I can Demonstrate an understanding of figurative language. • I can Integrate adjectives and adverbs into writing 	<ul style="list-style-type: none"> • I can create sentences with adjectives and adverbs to expand writing • I can construct sentences using figurative language (similes, metaphors, idioms, etc.)

Learning Targets

- I can associate word meaning with real life experiences.
- I can introduce a topic
- I can collaborate with peers and adults to strengthen my writing
- I can demonstrate an understanding of figurative language
- I can differentiate between formal and informal uses of English.
- I can focus on a topic
- I can gather information from different sources to answer a question
- I can integrate adjectives and adverbs into writing
- I can provide a concluding statement
- I can revise and Edit my Writing
- I can use commas in greetings and closings of letters.
- I can use correct capitalization
- I can use correct grammar when writing or speaking
- I can use correct punctuation
- I can use correct spelling
- I can use facts and definitions to develop a point
- I can use various digital tools to publish my writing.
- I can work with classmates to research a topic and write a report.

Unit Assessments (Required)

- Trimester 2 benchmark writing prompt on LinkIt

Essential Questions

- How can you express yourself with poetry?
- What different parts can be included in a letter?
- What is non-fiction writing?
- What steps are involved in a research project?
- What types of text features could you use when writing a non-fiction piece?
- When do you use verbs in writing?
- Who can you write letters to?
- Why do some authors write poetry?
- Why would you write a letter?

Learning Plan (Skills and Activities)

Pacing	Topics	Lessons/Activities
6 weeks	BAW: Non-Fiction	Writing: Refer to BAW Teacher's Manual Volume 2
Week 1: BAW Unit 4, Week 1	Grammar: Verbs	Whole Group: Getting Ready to Write Activity including the Read Aloud, "Think, Pair, Share," Guided Writing Practice, Reflecting
Week 2: BAW Unit 4, Week 2		
Week 3: BAW Unit 4, Week 3		
Week 4: BAW Unit 4, Week 4		
Week 5: BAW Unit 4, Week 5		
Week 6: Other Resources		
		Small Group/One on One: Conferencing
		Independent Work: Free Writing Time, Student Self Monitoring Chart
6 weeks	BAW: Letter Writing AND Poetry	Grammar: to be taught during reading mini lessons as well as being embedded in conferencing/modeling
Week 1: BAW Unit 5, Week 1	Grammar: Commas Contractions Quotation Marks	
Week 2: BAW Unit 5, Week 2		
Week 3: BAW Unit 5, Week 3		
Week 4: BAW Unit 6, Week 1		
Week 5: BAW Unit 6, Week 2		
Week 6: BAW Unit 6, Week 3		

		<p>Writing: Refer to BAW Teacher's Manual Volume 2</p> <p>Whole Group: Getting Ready to Write Activity including the Read Aloud, "Think, Pair, Share," Guided Writing Practice, Reflecting</p> <p>Small Group/One on One: Conferencing</p> <p>Independent Work: Free Writing Time, Student Self Monitoring Chart</p> <p>Grammar: to be taught during reading mini lessons as well as being embedded in conferencing/modeling</p>
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Materials and Resources

- Being a Writer Skills Practice Book
- Being a Writer Student Handbook
- Being a Writer Student Skills Practice Book
- Being a Writer Teacher's Guide
- Raz-Kids
- Reading Wonders

Strategies for Differentiated Instruction

- Provide a word list to strengthen word choice
- Mini conference to strengthen writing skills
- Provide copy of writing checklist/process
- Provide extended time
- Provide reminders to use punctuation and capitals
- Reduce writing task
- Reinforce phonics skills to strengthen spelling in writing
- Use illustrations to help add details to writing
- Use of adaptive/alternative writing paper

- Use of graphic organizers

Marzano elements

- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Contact
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content