Grade 2 Writing - Trimester 1

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

Unit Overview

Trimester 1

Units One and Three

The first unit of ARC will be implemented throughout the first six weeks of school (adjusted according to second grade pacing). During this unit, a reading community in the classroom will be built, routines will be established, and formative assessments will be given. Unit 3 of the ARC focuses on animal stories and includes a variety of realistic and fantasy fiction. Throughout this unit, students will enjoy animal story read alouds from a wide variety of authors. They will "closely examine the ways in which the author presents the animal story – plot, setting, and character. Students will also be guided to take note of the difference between realistic and fantasy fiction. Both units 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.

Learning Plan (Skills and Activities)

Unit (Trimester 1)	Lessons/Targets		Instructional Days	Trimester Taught
Unit 1 **T1**	Administer Diagnostic Test		2	
Unit 1	Weeks 1-2: We Are Readers and		5	T1

T1	Writers • Initiate Reading and Writing Community. • Students practice reading independently for 20-30 minutes. • Students participate in "Discussion Circles" in regard to read alouds. • Students write in response to text. • IRLA Leveling will determine initial IRLA small groups. Targets: ~ I can read and comprehend grade-level text. ~ I can participate in response to text discussions. ~ I can read independently. ~ I can write in response to daily read alouds – poetry.			
Unit 1 **T1**	Weeks 3-4: • Students ask and answer questions about the text. • Students ask and answer questions about poetry. • Students ask and answer questions to help clarify the meaning of words. Targets: ~ I can ask and answer questions in		5	T1

	regard to details about a fictional text. ~ I can ask and answer questions about a poem. ~ I can use context clues to determine meaning of new vocabulary. ~ I can write in response to daily read alouds – poetry.			
Unit 1 **T1**	Week 5-6 • Students ask and answer questions about the text. • Students ask and answer questions about poetry. • Students ask and answer questions to help clarify the meaning of words. • Students will begin prewriting for personal narratives. Targets: ~ I can ask and answer questions in regard to details about a fictional text. ~ I can create my own personal narrative. ~ I can ask and answer questions about a poem. ~ I can use context clues to determine meaning of new vocabulary.		5	T1
Unit 1 **T1**	Week 7-8 • Students ask and answer questions about the text. • Students ask and answer questions about narratives. • Students ask and answer questions to help clarify the		5	T1

	meaning of words. • Story Elements -- Review plot, character, setting, problem/solution; Review character traits and what is important to a particular character. • Point of View -- Focus on character's point of view. • Students will work on their prewriting for personal narratives. Targets: ~ I can ask and answer questions in regard to details about a fictional text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can create my own personal narrative.			
Unit 1 **T1**	Week 9-10 • Students ask and answer questions about the text. • Students ask and answer questions about narratives. • Students ask and answer questions to help clarify the meaning of words. • Story Elements -- Review plot, character, setting, problem/solution; Review character traits and what is important to a particular character. • Point of View -- Focus on character's point of view. – Students will draft their personal		5	T1

	narratives(focusing on character's pov) – writing conferences will be held. Targets: ~ I can ask and answer questions in regard to details about a fictional text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can create my own personal narrative.			
Unit 1 **T1**	Week 11-12 • Students ask and answer questions about the text. • Students ask and answer questions about narratives. • Students ask and answer questions to help clarify the meaning of words. • Story Elements -- Review plot, character, setting, problem/solution; Review character traits and what is important to a particular character. • Point of View -- Focus on character's point of view. – Students will publish their personal narratives(focusing on character's pov) – writing conferences will be held. Targets: ~ I can ask and answer questions in regard to details about a fictional text. ~ I can use context clues to determine meaning of new vocabulary. ~ I can create my own personal		5	T1+

	narrative.			
Unit 1			**60 Days**	

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.
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.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.

Learning Goals

Topics (Refer to ARC Teachers Edition)	Content Focus		Learning Goals	Learning T
ARC Literacy Lab (ARC Unit 1) Trimester 1	Introduce the "Writing Community" Differentiate between complete and incomplete sentences Put sentences together to create a paragraph		-Write every day, for a variety of purposes and in a variety of modes. - Take both a collection of poems and a personal narrative through the writing process to publication - Practice applying a variety of Grade-Level Standards to both reading and writing	- I can est and relatic sustain wr

ARC Narrative Writing (ARC Unit 3) Trimester 1	Introduce the "Writing Community" Differentiate between complete and incomplete sentences Put sentences together to create a paragraph		-write a narrative story by recounting a well elaborated event of short sequence of events -include details to describe actions, thoughts, and feelings -provide an opening sentence -provide a sense of closure -use temporal words/transitions to signal event order -write a fictional story -Focus on a topic an plan a writing piece -Revise and edit to strengthen writing -collaborate with peers and adults to strengthen writing. -publish writing using various digital tools.	• I c na • I c we ev se • I c de ac an • I c op • I c cl • I c wo to or ne • I c to na • I c wr be • I c wr he an • I c of pr pu wr in
Telling More (ARC ALL UNITS) Trimester 1	Telling More: writing longer pieces as students explore telling more Capitalization and punctuation; subjects and predicates; commas; quotation marks		-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	• I c th ve • I c in • I c in • I c an my • I c be se ho na

				ge • I c pu • I c for inf En

Learning Target

- I can capitalize holidays, product names, and geographic names.
- I can end my story by providing a sense of closure
- I can establish routines and relationships to sustain writing culture.
- I can form and use irregular verbs.
- I can include details to describe actions, thoughts and feelings
- I can integrate adjectives and adverbs into writing.
- 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 use sequential or temporal words to signal or show the order of events
- I can work with my teacher and other adults to revise and edit my writing
- I can write a narrative story. I can write to tell or recount a story about a(n) event(s).
- I can write an opening sentence.

Unit Assessments (Required)

- Trimester 1 Benchmark test on LinkIt

Essential Questions

- How can you "tell more" to the reader?
- How do you get ideas for writing a story?
- What are descriptive words?
- What can we do to help us generate ideas for writing?
- What is a fictional story?
- What types of behaviors should you see when sharing as a community?

Materials and Resources

- ARC Teacher Framework Unit 1
- ARC Teacher Framework Unit 3
- 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

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

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.