

Grade 2 Writing - Trimester 3 (Unit 7)

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

Unit Overview

Unit 7	BAW and other resources	Skills	Grammar
	"Opinion Writing" (BAW Unit 7 week 1)	Opinion Writing	Pronouns
	"Opinion Writing" (BAW Unit 7 week 2)	Opinion Writing	Pronouns (i pronouns)
	"Opinion Writing" (BAW Unit 7 week 3)	Expanding Your Opinion	Adjectives
	Review Narrartive Writing	Narrative	Adjectives
	Review Shared Research Writing	Research	Adverbs
	Review Shared Research Writing	Research	Adverbs

During this unit, students will be learning about opinion writing. Persuasive writing will also be covered. This includes Being a Writer Unit 7. This unit should begin at the start of the third trimester and will last until the end of the school year.

Priority Standards

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	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
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.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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 Goal Targets Students will be able to:
Nonfiction BAW Unit 4	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.	Key Knowledge informative and explanatory text. <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 • I can use facts and definitions to develop a point • I can provide a concluding statement
Nonfiction BAW Unit 4	Nonfiction Writing Present and Past Tense Verbs	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 collaboration with peers.	Key Knowledge revise and edit <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 using various digital tools. 	<ul style="list-style-type: none"> • I can focus on a topic • I can revise and Edit my Writing • I can collaborate with peers and adults to strengthen my writing. • I can use various digital tools to publish my

				writing.
Nonfiction BAW Unit 4	Text Features Irregular Past Tense Verbs	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.	Key Knowledge research, report, produce, record, observations <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. (sources should include note taking) 	<ul style="list-style-type: none"> • I can work with classmates to research a topic and write a report. • I can gather information from different sources to answer a question.
Nonfiction BAW Unit 4	Text Features Future Tense Verbs	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	Key Knowledge Formal and Informal language, grammar <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 writing 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.
Nonfiction BAW Unit 4	Research Review Verbs subject-verb agreement	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.	Key Knowledge adjectives and adverbs <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 Use newly acquired vocabulary gathered from discussions as well as texts. • I can Integrate adjectives and adverbs into writing 	<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

Nonfiction BAW	Opinion Writing	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (because, and, also) to connect opinion and reasons, and provide a conclusion.	Key Knowledge opinion writing <ul style="list-style-type: none"> • I can Introduce topic • I can Supply reasons to support opinion • I can Use linking words • I can Provide a concluding statement 	<ul style="list-style-type: none"> • I can introduce topic writing about • I can state an opinion • I can supply reasons and examples that support an opinion • I can use linking words (because, and, also) to connect opinion and reasons • I can provide a concluding statement or section
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Learning Targets

- I can introduce a topic
- I can work with classmates to research a topic and write a report.
- 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 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 correct capitalization
- I can use correct grammar when wiring 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 linking words (because, and, also)
- I can use various digital tools to publish my writing.
- I can write an opinion piece

Unit Assessments (Required)

- Trimester 3 Benchmark on Link It

Essential Questions

- How can you persuade someone?
- How do adjectives and adverbs make your writing more interesting?
- How will you defend your opinion if someone disagrees with you?
- What is an opinion?
- When do you use pronouns when speaking and writing?

Learning Plan (Skills and Activities)

Pacing	Topics	Lessons/Activities
Week 1: BAW Unit 7, Week 1 Week 2: BAW Unit 7, Week 2 Week 3: BAW Unit 7, Week 3 Week 4: Other Resources Week 5: Other Resources Week 6: Other Resources	BAW: Opinion Writing Persuasive Writing Grammar: Pronouns Adjectives Adverbs	Writing: Refer to BAW Teacher's Manual Volume 2 Whole Group: Getting Ready to Write Activity including the Read Aloud, "Think, Pair, Share," Guided Writing Practice, Reflecting Small Group/One on One: Conferencing Independent Work: Free Writing Time, Student Self Monitoring Chart Grammar: to be taught during reading mini lessons as well as being embedded in conferencing/modeling

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
- Model Curriculum
- Raz-Kids
- Reading Wonders

Strategies for Differentiated Instruction

- Mini conference to strengthen writing skills
- Provide a word list to strengthen word choice
- 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

- Identifying Critical Content from the Standards
- 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
- 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

