|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 1 Launching the Writing Workshop | | | | |
| **Grade Level:** 2 | | | | |
| **Duration:**Trimester 1 | | | | |
| **Description:**  In this unit, students will learn the routines and management of an independent Writing Workshop. Students will develop into a community of writers that write with stamina and independence. Through the steps of the writing process, students will revise and edit their writing. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Routines and management * Write with stamina * Write with independence * Topic choice and focus * Organization   **Grammar Skills:**   * Capitalize the first letter of proper names * Capitalize the first letter of the month when writing dates * Capitalize “I” * End punctuation. * Use commas in greetings and closings of letters.   **Understandings:**   * Writers will learn the routines and management of an independent writing workshop. * Writers will develop into a community of writers. * Writers will write with stamina and independence through the steps of the writing process. * Writers will improve their writing through revision and editing. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards*   * 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. * 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. * L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.2.1.A. Use collective nouns (e.g., group). * L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). * L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves). * L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). * L.2.1.E. Use adjectives and adverbs and choose between them depending on what is to be modified. * L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). * L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L.2.2.A. Capitalize holidays, product names, and geographic names. * L.2.2.B. Use commas in greetings and closings of letters. * L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). * L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and * L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L.2.3.A. Compare formal and informal uses of English. * SL.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.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). * SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others. * SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. * SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. * SL.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. * SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. * SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. * SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.   *Social Studies:*   * 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.   *Career Readiness Practices*   * Act as a responsible and contributing citizen and employee * Work productively in teams while using cultural global competence. * Demonstrate creativity and innovation   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness   **Computer Science: Computing Systems**   * 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.2: Create a document using a word processing  application.  **Life Literacies and Key Skills: Engineering Data**   * 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.   **Life Literacies and Key Skills: Global and Cultural Awareness**   * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals. * 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives | | |
| **Essential Questions** | | | | |
| * How do writers learn the routines of writing workshop? * How do writers work independently through the steps of the writing process? * How do writers write with stamina? * How do writers improve their writing by working with others? * How do writers improve their writing through revision and editing? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Follow the routines and expectations of writing workshop. * Write with stamina. * Write with independence. * Engage in conversation with a partner to improve writing. * Use grammar conventions in writing. * Use revision and editing to improve writing. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **What is a writer? Writers will become a part of the writing community.**   + Use chart paper to record ways writers get ideas by thinking about, “I am the kind of writer who...” * **What is writing workshop? Writers understand that writing workshop is a time for independent writing.**    + Discuss the students' responsibilities and teacher's responsibilities during writing workshop. Writers work quietly and do not interrupt the teachers or other classmates during independent writing time. * **Writers learn to use a writing folder.**   + Model how students should keep their writing in a folder organized – one side is for works in progress, the other side is for finished work. Writers decorate and personalize their writing folder. * **Writers think about their own personal writing goals in second grade.**   + Brainstorm writing goals with the students and set goals. * **Writers develop stamina in writing.**   + Discuss with class what an attainable amount of time spent on writing is to them, increasing writing minutes each week. * **Writers write by focusing their writing on one topic of something that really happened to them.**   + Model how writers think sketch their story idea before they write by thinking about what the people in their story and what is happening in that moment. (If...Then. Curriculum, pg. 2) * **Writers generate ideas for writing stories.**   + Conduct a class inquiry of ways writers get ideas for writing and create a chart. (If...Then. Curriculum, pg. 5) * **Writers write stories with a beginning, middle, and end.**   + Demonstrate how writers plan and write stories across pages with a beginning, middle, and end. (If...Then. Curriculum, pg. 6) * **Writers use capital letters when they write their stories.**   + Discuss how writers use proper capitalization while they write (beginning of sentences. the first letter of proper names, the first letter of the month when writing dates, and always capitalize I). (If...Then. Curriculum, pg. 8) * **Writers use end punctuation when they write.**   + Model proper use of punctuation of end punctuation: use a question mark at the end of an asking (interrogative) sentence, use a period at the end of a telling (declarative) sentence, use an exclamation point at the end of an exciting (imperative) sentence. (If...Then. Curriculum, pg. 8) * **Writers use partnerships to talk about their writing.**   + Model how writers turn and talk during mini lessons or when working with partners by sitting knee to knee, making eye contact, taking turns speaking, and listening carefully to their writing partners. (If...Then. Curriculum, pg. 10) * **Writers select their favorite piece that they want to publish.**   + Discuss how writers reread all their writing in their writing folders and choose the writing piece that is their favorite to revise and share with others. (If...Then. Curriculum, pg. 11) * **Writers revise their writing independently and with writing partners.**   + Explain how revision is important to make their writing the best it can be before it goes out into the world and model how to reread their writing by making sure it makes sense and is in the correct sequential order. * **Writers revise their writing by adding more.**   + Demonstrate how to add more (pages and adding feelings). (If...Then. Curriculum, pg. 11) * **Writers edit their work by checking for capitalization and end punctuation.**   + Model how writers check for capital letters at the beginning of their sentences and capital I, as well as end punctuation. * **Writers edit their work by checking for spelling.**   + Demonstrate how writers edit for spelling by using the word wall. * **Writers prepare for publishing.**   + Prepare to publish writing piece by coloring their sketches. * **Writers celebrate their writing.**   + Celebrate with the class by sharing their writing with their writing partners and display their writing for others to see.   ***Strategies for Differentiated Instruction to Support Education:***  **English Language Learners (ELL)**   * Add pictures to class charts to help students with meaning. * Pre-teach any new vocabulary. * Conduct small groups to help students sketch their ideas.   **Special education:**   * Provide an alphabet chart in writing folders to help students with letters and sounds. * Create class charts with picture support to remind students what to do during writing workshop to increase independence. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.   **At-Risk:**   * Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons. * Provide an alphabet chart in writing folders to help students with letters and sounds. * Create class charts with picture support to remind students what to do during writing workshop to increase independence. * Differentiate paper choices with a bigger sketch box and less lines for writing. * Have students talk about their ideas before they write, helping them to decide what to draw in their sketch box to represent their ideas.   **Gifted and Talented (G & T):**   * Provide students with a challenge option to coordinate with activity. * Allow students to publish another piece. * Teach above-grade-level standards in a small group setting. * Set a goal to incorporate into writing that is above-grade-level. * Create an audio recording of a published piece. | | | | |
| **Materials** | | | | |
| **Materials:**   * Lessons from the Masters * Writing Folders * Writing tools (red editing pencils, highlighters, erasers, pencil grips, etc) * Various types of paper (sketch box, lines, differentiated with more or fewer lines) * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities   **Suggested** **Mentor Texts:**   * The Owl Moon by Jane Yolen\* * The Leaving Room by Angela Johnson\* * The Best Story by Eileen Spinelli (where to get ideas for writing) * Roller Coaster by Marla Frazee (for stretching out a small moment) * All Are Welcome by Alexandra Penfold (Diversity, Equity, and Inclusion)   **\*included with series** | | | | |
| **Assessments** | | | | |
| Formative   * Rubrics * Skills Checklists * Teacher Observations * Conference anecdotal notes   Summative   * Writing Folders Portfolios * Skills checklists * District created inter-disciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Create charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Working with partners   + Small group work (strategy lessons based upon skill/need)   + Pre-teach vocabulary   + Paper choice | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Extended time * Highlighter * Answer eliminator * Small group work (strategy lessons based upon skill/need) * Working with partners * Modeling * Flexible/preferential seating * Paper choice | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Small group work (strategy lessons based upon skill/need) * Paper choice | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Above grade level texts * Extended writing time * Paper choice |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |