|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 3 Informational Books | | | | |
| **Grade Level: 2** | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  In this unit, writers will notice the characteristics of information books. Students will write to teach others, planning and drafting informational books from personal, expert knowledge. Students will categorize and organize information, as well as introduce a topic and provide a concluding statement. Students will learn strategies to revise and edit independently. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Writing with stamina and independence * Writing with a sense of audience * Writing with a purpose * Elaboration * Organization * Writing to inform   **Grammar Skills:**   * Capitalize the first letter of proper names. * Capitalize first word in a sentence. * Use end punctuation. * Use commas when listing three or more things in a sentence. * Write complete sentences. * Adjectives to describe nouns in a sentence. * Adverbs to describe verbs in a sentence. * Spell high-frequency words correctly. * Consult reference materials to check spelling (word walls and beginning dictionaries).   **Understandings:**   * Writers will notice the characteristics of information books. * Writers will write to teach others. * Writers will plan and draft an informational text from personal, expert knowledge. * Writers will categorize and organize information. * Writers will introduce a topic and provide a concluding statement. * Writers will revise and edit. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards*   * 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 * 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. * 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 * W.2.8 Recall information from experiences or gather information from provided sources to answer a question. * 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.C Use an apostrophe to form contractions and frequently occurring possessives. * 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. | | *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.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. * 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). * 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. * 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions of the world. * 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders * 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.   *Science:*   * K-2 ETS1-1: Engineering Design: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (Climate Change) * 2-ESS1-1 Earth's Place in the Universe Use information from several sources to provide evidence that Earth events can occur quickly or slowly. * Physical Science- 2-PS1-1 Matter and Its Interactions Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. * 2-ESS1-1: Earth's Place in the Universe Use information from several sources to provide evidence that Earth events can occur quickly or slowly. * 2-ESS2-1: Earth's Systems: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. * 2-ESS2-2: Earth's Systems Develop a model to represent the shapes and kinds of land and bodies of water in an area. * 2-ESS2-3: Earth's Systems Obtain information to identify where water is found on Earth and that it can be solid or liquid. * Physical Science- 2-PS1-1: Matter and Its Interactions Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.   *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: Impacts of Computing**   * 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   **Computer Science: Engineering Design**   * 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.   **Computer Science: Interaction of Technology and Humans**   * 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.   **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: Digital Citizenship**  9.4.2.DC.7: Describe actions peers can take to positively impact climate change | | |
| **Essential Questions** | | | | |
| * How do writers write information books about a topic of personal expertise? * What are the characteristics of information writing? * How can we write to teach others? * How do writers organize their writing? * How do writers improve their writing through revision and editing? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Notice the characteristics of information books. * Write to teach others. * Plan and draft an informational text from personal, expert knowledge. * Categorize and organize information. * Introduce a topic and provide a concluding statement. * Revise and edit. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **What is information writing?**   + Notice how information books are organized and make a class chart of their findings. * **Writers think about topics that they can teach others about.**   + Model how to generate lists of possible topics that you can teach others about. (If…Then…Curriculum, pg. 22) * **Writers choose one topic to focus their information book.**    + Demonstrate choosing the topic that they know the most about. (If…Then…Curriculum, pg. 22) * **Writers plan their information book by creating a table of contents.**   + Model how writers plan chapters by creating a table of contents. (If…Then…Curriculum, pg. 23) * **Writers focus their topics and their chapters.**   + Demonstrate how writers make sure their chapters stay focused on their main idea. (If…Then…Curriculum, pg. 24) * **Writers plan what will go in each chapter of their information book by writing the chapter title and sketching first.**   + Model how writers touch each page, write the chapter title, and sketch the teaching pictures before they write. (If…Then…Curriculum, pg. 24) * **Writers decide which text features will go in each chapter.**   + Demonstrate how writers decide which text features will go in each chapter. (If…Then…Curriculum, pg. 25) * **Writers elaborate by using examples.**   + Model how writers elaborate by giving examples, describing, or explaining to write more. (If…Then…Curriculum, pg. 27) * **Writers write an introduction:**   + Demonstrate how writers write introductions by studying mentor texts. (If…Then…Curriculum, pg. 28) * **Writers write a conclusion.**   + Model how writers write conclusions to end their writing by studying mentor texts. (If…Then…Curriculum, pg. 29) * **Writers revise their informative writing independently by rereading to see if it makes sense.**   + Demonstrate how writers revise by making sure their writing makes sense by adding and taking out parts that don’t belong. (If…Then…Curriculum, pg. 31) * **Writers revise by thinking about word choice.**   + Model how writers think about their word choice by using adjectives and adverbs. * **Writers revise by adding captions and labels to pictures and diagrams.**   + Demonstrate how writers add text features where needed. * **Writers edit by checking for capital letters.**    + Model how writers check for capital letters (beginning of sentences and proper nouns). (If…Then…Curriculum, pg. 35) * **Writers edit by checking for end punctuation.**   + Model how writers make sure all of their sentences have proper end punctuation. * **Writers use spelling strategies to check their spelling.**   + Demonstrate how writers check their spelling with the word wall, beginning dictionaries, and what they learned in phonics. * **Writers edit their information writing with a partner.**   + Demonstrate how writers check their writing with a peer partner. * **Writers publish their information writing.**   + Model how writers color their text features and create covers. (If…Then…Curriculum, pg. 36) * **Writers celebrate their information writing.**    + Celebrate information writing by sharing their books at an expert fair. (If…Then…Curriculum, pg. 37)   **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * Use graphic organizers to organize thoughts. * Use pictures to help relay information. * Provide pictures to support interests and facts.   **Special education:**   * Modify writing assignments to meet the needs of the student. * Smaller group instruction to assist in editing work. * Review previously learned skills to ensure it is incorporated in writing. * Allow choice when deciding on a writing topic.   **At Risk:**   * Provide extra writing time through small group instruction and tutoring. * Modify writing assignments to meet the needs of the student. * Small group instruction to assist in editing work. * Review previously learned skills to ensure it is incorporated in writing. * Allow students to pick a topic of interest.   **Gifted and Talented (G & T):**   * Focus on improving nonfiction “All About Books” by adding details. * Teach above-level writing and language standards and create a goal to add these skills into their work. * Provide opportunities for advanced collaborative work. * Students can create a second informational text about a topic of their choosing. * Students can create a presentation to teach class about their topic. | | | | |
| **Materials** | | | | |
| **Materials:**   * If... Then... Curriculum * 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:**   * Forces and Motion by John Graham **\*** * FOSS books * Is Sand a Rock by Ellen Lawrence * Volcanoes by Anne Schreiber * Baskets of nonfiction books * [What is Climate Change? by Gail Herman](https://www.feministbooksforkids.com/books-about-climate-change/#What_is_Climate_Change_by_Gail_Herman) (Climate) * Tricky Tortise by Hadithi (Amistad) * Butterflies for Kiri by Kathryn Fallwell (Asian American/Pacific Islanders)   **\*included in our series** | | | | |
| **Assessments** | | | | |
| Formative   * Skills checklists * Rubrics * Conference anecdotal notes * Teacher observations   Summative   * Writing Folders Portfolios * Published Pieced * 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 | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Leveled readers * Extended time * Highlighter * Small group work (strategy lessons based upon skill/need) * Working with partners * Modeling * Flexible/preferential seating | | **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) | **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 |
| **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 | | | | |