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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 5 Informational Writing (All About Books with Research) | | | | |
| **Grade Level:** 2 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  This unit builds upon the students’ foundation in information writing, teaching students how to research a topic. Student will research a content area topic, turning their research into an information book to teach others about what they learned. During writing workshop, students will learn how to plan and write a content area book with focus, organization, and elaboration. Strategies to write with new vocabulary will also be taught. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Writing to inform * Planning with organization in mind * Taking notes * Incorporating new vocabulary * Focus * Elaboration * Writing with the main idea in mind   **Grammar Skills:**   * Capitalization of proper nouns and beginning of sentences * End punctuation * Commas when listing three or more things in a sentence * Expand simple sentences * Compound sentences. * Adjectives to describe nouns in a sentence. * Adverbs to describe verbs in a sentence. * Spell high-frequency words correctly.   **Understandings:**   * Writers will read to learn about a topic. * Writers research and take notes with the main idea in mind. * Writers will learn new vocabulary. * Writers will use text features to help understand keywords. * Writers will teach others about a topic they have learned about. * Writers will plan and draft based on their research. * Writers will write information books with focus, organization, and elaboration. | | | | |
| **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. * 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. | | *Connecting literacy with additional content areas. The standards below will be addressed within this unit.*  *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.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. * 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. * 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. (Amistad/Pacific Islanders)   *Science:*   * 2-LS4-1 Biological Evolution: Unity and Diversity Make observation of plants and animals to compare the diversity of life in different habitats * 2-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Plan and conduct an investigation to determine if plants need sunlight and water to grow. * 2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. * 2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats. Engineering, Technology, and Applications of Science. * K-2-ETS1-2: Engineering Design Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. * 2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats. Engineering, Technology, and Application of Science. * K-2-ETS1-1: Engineering Design Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. * K-2-ETS1-2: Engineering Design Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. * K-2-ETS1-3: Engineering Design Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. * 2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.   *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   **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.   * 9.4.2.TL.5: Describe the difference between real and virtual experiences   **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. | | |
| **Essential Questions** | | | | |
| * How do writers research to learn about a content area topic? * How do writers teach others about what they have learned about a content area topic? * How do writers plan and write about a topic with their research? * How do writers improve their writing through revision and editing? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Research to learn about a topic. * Take notes * Identify and write the main idea and the details that support it. * Learn new vocabulary and include in their writing. * Plan and organize their writing based on their research. * Write an introduction and conclusion. * Add text features to their writing to help understand keywords. * Share what they have learned with others about a topic they have learned about. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **What is informative writing with research?**   + Discuss why it is important to research a topic (to learn about the topic more in depth). (If…Then…Curriculum, pg. 30) * **Information writers carefully choose topics to explore in depth to create an expert project.**   + Demonstrate how to generate lists of possible topics. (If…Then…Curriculum, pg. 31) * **Information writers choose one topic to research for a long time.**   + Model how to choose a research topic that they know the most about that they wish to teach others about. (If…Then…Curriculum, pg. 31) * **Information writers read content area texts to research a topic.**   + Demonstrate how to read texts to gather information. (If…Then…Curriculum, pg. 32) * **Information writers take notes on post-its.**   + Model how writers use post-its to help them hold onto information as they research (one fact per post-it). * **Information writers organize their research into main idea topics.**   + Demonstrate how writers reread their post-its and categorize them into chapters. (If…Then…Curriculum, pg. 33) * **Information writers create headings for each chapter.**    + Model how writers headings on their post-its (main idea) and facts (details) underneath for each chapter. (Lab Reports and Science Book, pg. 88) * **Information writers plan their piece by crafting a table of contents.**   + Demonstrate how writers reread their notes, decide on chapters, and create a table of contents that lists the big categories of information. (Lab Reports and Science Book, pg. 93) * **Information writers decide what will go in each chapter and what it will look like.**   + Model how writers decide what each chapter will look like. (Lab Reports and Science Book, pg. 97) * **Information writers carefully write the introductions, studying different introductions from mentor texts.**    + Use mentor texts to show that writers begin their writing with an interesting fact, questions, or descriptive sentences. (If…Then…Curriculum, pg. 28)      * **Information writers think about topic sentences as they write their chapters.**   + Model how to write topic sentences for each section, deciding on the main idea of each chapter. * **Information writers add precise vocabulary to each chapter.**   + Demonstrate how to reread notes add vocabulary words, as well as using adjectives and adverbs. (If…Then…Curriculum, pg. 24) * **Informational writers end with a closing sentence.**   + Demonstrate how writers use mentor texts to look at concluding sentences. (If…Then…Curriculum, pg. 28-29) * **Information writers revise by adding text features.**   + Model how writers add text features to highlight important information by using bold words to create glossary, and drawing precise illustrations to teach information, and including labels and captions with precise vocabulary. * **Writers edit their writing by checking for capital letters and end punctuation.**   + Demonstrate how writers edit by checking for capital letters and end punctuation. * **Writers edit their writing by checking for spelling.**   + Model how to check spelling with the word wall and beginning dictionaries. * **Writers edit their All About Books with a partner.**   + Demonstrate how writers edit with a partner. * **Writers prepare to publish their writing:**   + Demonstrate how to color their pictures, create front and back covers, and highlight important words. * **Writers celebrate their writing.**   + Celebrate their information writing by sharing their books at an expert fair.   **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 * Lab Reports and Science Books * 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 * Red-Eyed Tree Frog by J. Cowley * Incredible Sharks by S. Simon * The Life Cycle of a Frog by B. Kalman * All Are Welcome by Alexandra Penfold * What is Climate Change? by Gail Herman (Climate Change) * Tricky Tortoise 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 | | | | |