

Grade 2 - Unit 1 Writing - Taking Charge of Our Writing Lives

Unit Focus

In this unit, students will learn risk-taking, agency and reflection. They will learn the routines and procedures of the writer’s workshop. Throughout the unit, writers will learn to reflect on their stamina, topic selection and writing craft as they work to use a writer’s notebook for collecting and experimenting with ideas, genres, and craft.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p>Common Core <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (<i>CCSS.ELA-LITERACY.W.2.5</i>) ○ Recall information from experiences or gather information from provided sources to answer a question. (<i>CCSS.ELA-LITERACY.W.2.8</i>) • Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (<i>CCSS.ELA-LITERACY.SL.2.1</i>) <ul style="list-style-type: none"> ○ 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). (<i>CCSS.ELA-LITERACY.SL.2.1.A</i>) • Speaking & Listening <ul style="list-style-type: none"> ○ 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. (<i>CCSS.ELA-LITERACY.SL.2.3</i>) ○ Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate writing to identify areas of strength and set goals for future development (Reflection)</p> <p>T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to pursue in future writing (Imagining)</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p> <p>U3 Theme: Writers use notebooks to notice, observe, experiment and reflect.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</p> <p>Q2 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p> <p>Q3 Theme: How do writers use a notebook as a planning tool?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Writers don't make lists, they gather and mine territories.</p> <p>K2 Vocabulary: Writers' Notebook, Territory, Writing Goal, Checklist, Writing Partner, Small Moment, Informational Writing, Capital letters, Period, Question Mark, Exclamation Point, Audience, Purpose, Message,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Choosing topics to write about</p> <p>S2 Writing with an audience, purpose and message in mind</p> <p>S3 Collecting moments and issues that are important in a notebook.</p> <p>S4 Identifying what is most important about a story</p>		

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<p style="text-align: center;">sentences. <i>(CCSS.ELA-LITERACY.SL.2.4)</i></p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.2.1)</i> <ul style="list-style-type: none"> ○ Use reflexive pronouns (e.g., myself, ourselves). <i>(CCSS.ELA-LITERACY.L.2.1.C)</i> ○ Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <i>(CCSS.ELA-LITERACY.L.2.1.D)</i> ○ 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). <i>(CCSS.ELA-LITERACY.L.2.1.F)</i> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.2.2)</i> <ul style="list-style-type: none"> ○ Use commas in greetings and closings of letters. <i>(CCSS.ELA-LITERACY.L.2.2.B)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. <i>MM.2.2</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i> 	<p>Commas, Greeting, Closing, Irregular Verbs, Past Tense, Simple Sentence, Compound Sentence, Reflexive Pronouns</p>	<p>or issue after writing long.</p> <p>S5 Maintaining stamina for writing for 20- 30 minutes.</p> <p>S6 Telling partners what they like about their writing.</p> <p>S7 Setting goals with partners for writing sessions.</p> <p>S8 Use commas in dates, to separate single words in a series, in greetings, and closing of letters.</p> <p>S9 Form and use the past tense of frequently occurring irregular verbs (sat, hid, told)</p> <p>S10 Writes simple and compound sentences.</p> <p>S11 Use reflexive pronouns.</p>
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