

# Grade 2 - Unit 2 Writing- Bringing Small Moments to Life

## Unit Focus

Students wrote small moments in first grade that focused on one moment that really happened in their lives. They learned to choose a topic and stretch out the moment by adding description, action, thoughts and feelings. In this unit, students will continue this work based on goals gleaned from flash drafts. Students will become independent writers, using what they learn in the lessons.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p><b>Common Core</b> <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> <li>• Writing               <ul style="list-style-type: none"> <li>○ 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. <i>(CCSS.ELA-LITERACY.W.2.3)</i></li> <li>○ 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></li> <li>○ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>(CCSS.ELA-LITERACY.W.2.6)</i></li> <li>○ Recall information from experiences or gather information from provided sources to answer a question. <i>(CCSS.ELA-LITERACY.W.2.8)</i></li> </ul> </li> <li>• 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"> <li>○ Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <i>(CCSS.ELA-LITERACY.L.2.1.B)</i></li> <li>○ Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas to pursue in future writing.</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Imagining, Design)</p> <p>T3 Theme: Write scenes with sensory details that help readers visualize. (Design, 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><i>Students will keep considering...</i></p> <p>Q1 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>Q2 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?</p> <p>Q3 Small Moment Focus: What craft and techniques help me create a vivid small moment?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Narrative writing includes description.</p> <p>K2 Description helps readers visualize.</p> <p>K3 Vocabulary: Small moment, character, setting,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Choosing topics to write about.</p> <p>S2 Writing a purposeful beginning.</p> <p>S3 Stretching a moment over several pages.</p>		

## Stage 1: Desired Results - Key Understandings

<p style="text-align: center;"><i>(CCSS.ELA-LITERACY.L.2.1.D)</i></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Capitalize holidays, product names, and geographic names. <i>(CCSS.ELA-LITERACY.L.2.2.A)</i></li> <li>○ Use an apostrophe to form contractions and frequently occurring possessives. <i>(CCSS.ELA-LITERACY.L.2.2.C)</i></li> </ul> </li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> <li>• Design: Students will be able to engage in an appropriate process to refine their product. <i>MM.2.3</i></li> </ul> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>• Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <i>MM.3.2</i></li> </ul>	<p>dialogue, description, action, verb, sentence, exclamation point, question mark, speech bubble, sensory detail, gesture, draft, revise, publish, audience, purpose, message, capitalize, plural, nouns, past tense, verbs, irregular, apostrophe, contraction, possessives</p>	<p>S4 Using capital letters to start sentences, proper names, and places.</p> <p>S5 Using end punctuation.</p> <p>S6 Using apostrophes in contractions.</p> <p>S7 Using transition words.</p> <p>S8 Adding dialogue to small moments.</p> <p>S9 Using dialogue and description to develop a character.</p> <p>S10 Using a checklist to reflect and set goals.</p> <p>S11 Forming and using plural nouns.</p> <p>S12 Using an apostrophe to show possession.</p> <p>S13 Forming and using the past tense of irregular verbs.</p>
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