

Grade 2 - Unit 5 Writing - Writing About Reading

Unit Focus

In this unit students nominate characters for an award celebration that you'll hold in your classroom. Students will return to reviewing characters and create categories for nominations as they analyze what made them want to read about the adventures, problems and choices that characters make. Students will work to create baskets of books in their classroom library. Categories like funniest character, sneakiest character, best series, strangest character, coolest information books, etc. might be good starting places. Students will share interests and ideas as they create categories for their favorite books and characters of the year and then write opinion letters to prove their ideas and interpretations.

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"> ○ Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. <i>(CCSS.ELA-LITERACY.W.2.1)</i> ○ 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> ○ 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> • 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 adjectives and adverbs, and choose between them depending on what is to be modified. <i>(CCSS.ELA-LITERACY.L.2.1.E)</i> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 	<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 about reading (Synthesizing)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)</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 How do I find and use text evidence and schema to prove my ideas?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Facts and opinions.</p> <p>K2 Vocabulary: Book Review, Letter, Opinion, Evidence, Fact, Character Trait, Character Feeling, Best,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Stating a claim about a book or character;</p> <p>S2 Providing supporting evidence to prove the claim;</p>		

Stage 1: Desired Results - Key Understandings

<p>writing. <i>(CCSS.ELA-LITERACY.L.2.2)</i></p> <ul style="list-style-type: none"> ○ Use commas in greetings and closings of letters. <i>(CCSS.ELA-LITERACY.L.2.2.B)</i> ○ Use an apostrophe to form contractions and frequently occurring possessives. <i>(CCSS.ELA-LITERACY.L.2.2.C)</i> <ul style="list-style-type: none"> ● Language <ul style="list-style-type: none"> ○ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). <i>(CCSS.ELA-LITERACY.L.2.6)</i> <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> ● Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <i>MM.1.3</i> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> ● 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> 	<p>Better, Worse, Worst, Persuade, commas, series, greeting, closing, adjectives, adverbs</p>	<p>S3 Writing a letter using correct structure and conventions;</p> <p>S4 Using accountable talk prompts to help a partner prove his or her thinking;</p> <p>S5 Identifying character traits with text evidence to support thinking.</p> <p>S6 Using commas in dates, to separate single words in a series and in opening and closing of letters.</p> <p>S7 Using adjectives and adverbs correctly in writing.</p> <p>S8 Use an apostrophe to form contractions and frequently occurring possessives.</p>
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