Grade Level: 2 Subject: Writing

Trimester 1

Unit: Building A Writing Community	**Unit Length: 3 weeks**
Enduring Understanding(s): Writers develop habits and follow routines that enable them to build stamina and independence. Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them. Authors are always collecting ideas for writing. Writers observe the world and collect ideas for writing in their daily lives.	Essential Question(s):
Common Core Standards	**Common Core en español**
Students will be able to: ***Text Type and Purposes*** 3. 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. ***Production and Distribution of Writing*** 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos, y ofrecen un sentido de conclusión. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos y compañeros, se enfocan en un tema y mejoran el escrito según sea necesario al revisar y al corregir. 6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para hacer y publicar escritos, incluso en colaboración con sus compañeros.
Assessment	
Summative: -Writing inventory -Collect baseline writing sample Students create a self-portrait of themselves as writers and set writing goals for the year.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Authentic Student work -Informal observation of students during mini lessons, writing time, and oral storytelling activities

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Learning Plan

Mentor Texts for Building a Writing Community K-2

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

English

- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- When Sophie gets Angry by Molly Band
- My Fathers Hands by Joanne Ryder
- Harold and the Purple Crayon by Crockett Johnson
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- I am Too Absolutely Small for School by Lauren Child
- When I was Five by Arthur Howard
- When I was Little/When I was Five by Jamie Lee Curtis

Culturally Relevant Texts

- The Stories Julian Tells by Ann Cameron
- Goggles by Ezra Jack Keats
- Do Like Kyla by Angela Johnson
- I love My Hair by Natasha Tarpley
- Pete's Chair By Ezra Jack Keats
- Big Mama's by Donald Crews
- Shortcut by Donald Crews
- Those Shoes by Maribeth Boelts
- My Best Friend by Mary Anne Rodman
- Williams Doll by Charlotte Zolotow
- Abuelas Weave by Omar S. Castananda

Español

- Cuadros de familia by Carmen Lomas Garza
- Graciela asombrosa by Mary Hoffman
- La Isla by Arthur Dorros
- Somos Primos by Diane Gonzales Betrand
- EL Chocolate de Abuelita by Mara Price
- Mi propio cuartito by Amada Irma Perez

Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Author, Mentor Texts, by Ralph Fletcher
I Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6 by Susan Ehman and Kellyann Gayer
Mentor Texts: Teaching Writing Through Children's Literature, K-6 byLynne R. Dorfman and Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Lesson Planning Resources available online:

Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Colorado Springs K-5 Writer Units of Study
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx

Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

The Noyce Foundation/Living the Writerly Life K-5
http://www.noycefdn.org/ecrwresourcescc.php

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 3. Describe how characters in a story respond to major events and challenges.	Estándares de lectura 3. Describen cómo los personajes de un cuento responden a los acontecimientos y retos más importantes.
Speaking & Listening 1. Participate in collaborative conversations with diverse partners about second grade topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.	Audición y expresión oral 1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para segundo grado. a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás. c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** g. Produce, expand, and rearrange complete and simple and composite sentences (e.g., The boy watched the movie; The action movie was watched by a little boy). **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Capitalize holidays, product names, and geographic names. d. Generalize learned spelling patterns when writing words (e.g., cage →badge; boy→ boil).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** g. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: El niño vió la película; El niño pequeño vió la película; La película que vió el niño pequeño fue interesante.). **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** a. Emplean la mayúscula al escribir días festivos, nombres de productos y nombres geográficos. d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural causan cambios ortograficos (maiz, maices; carácter, caracteres).

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	**Expanding**	**Bridging**
A. Collaborative	***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B Interpretive	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	***5. Listening actively*** Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
C. Productive	***10. Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	10. ***Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	***10. Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.
Part 2: Learning About How English Works			
A. Structuring	***2. Understanding cohesion*** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *today, then*) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g*., after a long time, first/next*) to comprehending texts and writing texts with increasing independence.	***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g*., for example, after that, suddenly*) to comprehending and writing texts independently.
B. Expanding	***3. Using verbs and verb phrases*** b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently. ***5. Modifying to add details*** Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as *at school*, *with my friend*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher	***3. Using verbs and verb phrases*** b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence. ***5. Modifying to add details*** Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	***3. Using verbs and verb phrases*** b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently. ***5. Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) independently.