

Grade Level: 2

Course Title: Writing Workshop & Grammar

Time Allotment: 5 Weeks

Topic/Concept: Main Idea Sentence and Supporting Details/Launching Writing Workshop

Unit Sequence: 1

Major Concepts to be learned:

1. Writing the main idea sentence with at least three supporting details.
2. Writing a paragraph.
3. Grammar: To recognize that sentences express a complete idea and to speak in complete, coherent sentences.
4. Grammar: To recognize there are four kinds of sentences: statements, questions, commands, and exclamations.
5. Grammar: To recognize the naming and telling part of a sentence.

Expected Skills to be demonstrated:

1. Write sentences as complete ideas
2. Use a graphic organizer for pre-writing
3. Write complete sentences
4. Revise sentences with correct capitalization and punctuation
5. Draft a paragraph
6. Revise a paragraph
7. Identify the elements of a descriptive paragraph
8. Develop ideas and details to write a descriptive paragraph
9. Write sentences with a naming part and a telling part
10. Indent paragraphs
11. (G) Identify and write correct punctuation
12. (G) Identify and write the naming part of a sentence

PA Standards/Anchors:

- 1.4.2.A
- 1.4.2.B
- 1.5.2.B
- 1.5.2.C
- 1.5.2.D
- 1.5.2.F

Eligible Content:

- Write complete sentences to form a paragraph
- Main idea sentences with at least three supporting details
- Correct capitalization and punctuation
- Indent, draft, and revise paragraph

Instructional Strategies:

- Visuals
- Charts
- Share the Pen
- Graphic Organizers

Assessments:

- Conferencing
- Published Piece (Graded)
- Grammar Tests

Grade Level: 2

Course Title: Writing Workshop & Grammar

Topic/Concept: Small Moments & Authors as Mentors

Time Allotment: 5 Weeks

Unit Sequence: 2

Major Concepts to be learned:

1. Personal Narrative (Small Moment) Writing
2. Study Authors and Their Writing Crafts
3. Grammar: Nouns (singular and plural)
4. Grammar: Proper Nouns

Expected Skills to be demonstrated:

- | | |
|--|--|
| 1. Understanding One Small Moment | 9. (G) Recognize and Capitalize Proper Nouns |
| 2. Internalizing and Storytelling | 10. Focusing on Important Parts – Zoom In |
| 3. Stretching One Small Moment | 11. Internal Stories |
| 4. Stretching and Writing Words | 12. Close-In Endings |
| 5. Sketching Rather Than Drawing | 13. Revise, Edit, and Rewrite |
| 6. Planning Details | 14. (G) Identify and use singular and plural nouns |
| 7. (G) Identify nouns as people, places, and animals | 15. Write incorporating author’s crafts |
| 8. Discovering One Small Moment | |

PA Standards/Anchors:

Eligible Content:

1.4.2.A	1.5.2.C	<ul style="list-style-type: none">• Focus on a seed idea (small moment)• Add details to small moment• Sounding out unfamiliar words, recording the letter sound• Sketch a story picture and plan the details of the story• Adding thoughts and feelings into the writing• Write a close in ending to the story• Zoom in on the important parts of the story
1.4.2.B	1.5.2.D	
1.5.2.A	1.5.2.E	
1.5.2.B	1.5.2.F	

Instructional Strategies:

Assessments:

Visuals Charts Share the Pen	<ul style="list-style-type: none">• Conferencing• Published Piece (Graded)• Grammar Tests
------------------------------------	---

Grade Level: 2

Course Title: Writing Workshop & Grammar

Topic/Concept: Realistic Fiction

Time Allotment: 5 Weeks

Unit Sequence: 3

Major Concepts to be learned:

- | |
|---|
| <ol style="list-style-type: none"> 1. Realistic Fiction Writing 2. Grammar: Abbreviations, Possessive Nouns (Singular & Plural), and Pronouns |
|---|

Expected Skills to be demonstrated:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Students will create an opening sentence with who, what, when, where 2. Discovering One Small Moment 3. Stretching One Small Moment 4. Stretching and Writing Words 5. Sketching Rather Than Drawing 6. Planning Writing with Details 7. (G) Read and use abbreviations 8. (G) Recognize and use pronouns | <ol style="list-style-type: none"> 9. Internalizing and Storytelling 10. Focusing on Important Parts – Zoom In 11. Internal Stories 12. Close-In Endings 13. Revise, Edit, and Rewrite 14. (G) Recognize and use possessive nouns |
|---|---|

PA Standards/Anchors:

Eligible Content:

<table> <tr><td>1.4.2.A</td><td>1.5.2.C</td></tr> <tr><td>1.4.2.B</td><td>1.5.2.D</td></tr> <tr><td>1.5.2.A</td><td>1.5.2.E</td></tr> <tr><td>1.5.2.B</td><td>1.5.2.F</td></tr> </table>	1.4.2.A	1.5.2.C	1.4.2.B	1.5.2.D	1.5.2.A	1.5.2.E	1.5.2.B	1.5.2.F	<ul style="list-style-type: none"> • Focus on a seed idea (small moment) and add details to the small moment • Sounding out unfamiliar words, recording the letter sound • Sketch a story picture and plan the details of the story • Understand, plan, and write a realistic fiction story • Adding thoughts and feelings into the writing • Zoom in on the important parts of the story • Write a close in ending to the story <ul style="list-style-type: none"> (G) Use punctuation and capital letters when abbreviating (G) Recognize when to use possessive nouns and pronouns
1.4.2.A	1.5.2.C								
1.4.2.B	1.5.2.D								
1.5.2.A	1.5.2.E								
1.5.2.B	1.5.2.F								

Instructional Strategies:

Assessments:

<p>Visuals Charts Share the Pen</p>	<ul style="list-style-type: none"> • Conferencing • Published Piece (Graded) • Grammar Tests
---	---

Grade Level: 2

Course Title: Writing Workshop & Grammar

Topic/Concept: Autobiography & Biography

Time Allotment: 5 Weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Writing Autobiographies and Biographies
2. Grammar: Adjectives

Expected Skills to be demonstrated:

1. Students will read and define autobiographies and biographies.
2. Interview another person and take notes.
3. Write responses in complete sentences.
4. Sentence variety
5. (G) To recognize that adjectives describe nouns.
6. (G) To identify that adjectives that tell how something looks, sounds, feels, tastes, and smells
7. (G) To understand the use of exact and inexact number words
8. (G) To recognize and use words that compare with endings –er and –est
9. Revise and edit
10. Rewrite and publish

PA Standards/Anchors:

Eligible Content:

1.4.2.B	1.5.2.D	<ul style="list-style-type: none">• Respond to a question in sentence form• Write compound sentences• Distinguish the difference between autobiographies and biographies• Write sentences with commas in a series<ul style="list-style-type: none">(G) Identify a noun and its adjective(G) To understand that adjectives describe senses and can be number words(G) Adjectives with –er compare 2 things(G) Adjectives –est compare 3 or more things
1.5.2.A	1.5.2.E	
1.5.2.B	1.5.2.F	
1.6.2.A	1.6.2.B	

Instructional Strategies:

Assessments:

Visuals	Biographies	<ul style="list-style-type: none">• Conferencing• Published Piece (Graded)• Grammar Tests
Charts	Autobiographies	
Share the Pen		

Grade Level: 2

Course Title: Writing Workshop & Grammar

Time Allotment: 5 Weeks

Topic/Concept: Writing in the Content Area – How To or All About Books

Unit Sequence: 5

Major Concepts to be learned:

1. Writing How To or All About Books
2. Grammar: Verbs

Expected Skills to be demonstrated:

1. Students will read non-fiction books
2. Create informative books
3. Use non-fiction features
4. Add thoughts, voice, and style to writing
5. (G) Present- tense action verbs
6. (G) Subject – verb agreement
7. (G) Past-tense verbs
8. (G) To identify and use forms of the verb be
9. Revise and edit
10. Rewrite and publish

PA Standards/Anchors:

Eligible Content:

1.4.2.B	1.5.2.D	<ul style="list-style-type: none">• Teach others through creating informative books• Add thoughts, voice, and style to written text• Non-fiction features – table of contents, heading, labels, diagram, captions, index, glossary (G)Identify, read, and correctly use present- tense action verbs (G) Recognize subject-verb agreement (G) Recognize some verbs tell about the past (G) Identify and use forms of the verb be - am, is, are, was, were
1.5.2.A	1.5.2.E	
1.5.2.B	1.5.2.F	
1.6.2.A	1.6.2.B	
1.8.2.A	1.8.2.B	
1.8.2.C		

Instructional Strategies:

Assessments:

Visuals	Non-fiction books	Conferencing
Charts		Published Piece (Graded)
Share the Pen		Grammar Tests

Grade Level: 2

Course Title: Writing Workshop & Grammar

Topic/Concept: Poetry

Time Allotment: 5 Weeks

Unit Sequence: 6

Major Concepts to be learned:

- | |
|---|
| <ol style="list-style-type: none"> 1. Writing Poetry 2. Grammar: Irregular verbs and Contractions |
|---|

Expected Skills to be demonstrated:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Students will read and write poetry 2. Learn and write features of poetry 3. (G) Identify and read irregular verbs 4. (G) Subject-verb agreement 5. (G) Recognize and use present- and past- tense verbs 6. (G) Recognize that some verbs help the main verbs tell about actions in the past 7. (G) Identify helping verbs in sentences 8. (G) Identify and read contractions with not | <ol style="list-style-type: none"> 9. Identify the 2 words that make up contractions 10.. Revise and edit 11. Rewrite and publish |
|--|--|

PA Standards/Anchors:

Eligible Content:

<table> <tr><td>1.3.2.A</td><td>1.5.2.D</td></tr> <tr><td>1.3.2.B</td><td>1.5.2.E</td></tr> <tr><td>1.4.2.A</td><td>1.5.2.F</td></tr> <tr><td>1.5.2.A</td><td>1.6.2.B</td></tr> <tr><td>1.6.2.A</td><td></td></tr> <tr><td>1.8.2.C</td><td></td></tr> </table>	1.3.2.A	1.5.2.D	1.3.2.B	1.5.2.E	1.4.2.A	1.5.2.F	1.5.2.A	1.6.2.B	1.6.2.A		1.8.2.C		<ul style="list-style-type: none"> • See with poet’s eyes • Listen for line breaks • Hear the music in poetry • Show, not telling • Voices of poetry – talking to, from the heart, urgency • Patterned poetry <ul style="list-style-type: none"> (G) Identify, read, and correctly use irregular verbs – have, has, had (G) Use present and past tenses of go, do, and see (G) Identify, read, and form contractions with not
1.3.2.A	1.5.2.D												
1.3.2.B	1.5.2.E												
1.4.2.A	1.5.2.F												
1.5.2.A	1.6.2.B												
1.6.2.A													
1.8.2.C													

Instructional Strategies:

Assessments:

<p>Visuals Charts Share the Pen</p> <p>Poetry books</p>	<ul style="list-style-type: none"> • Conferencing • Published Piece (Graded) • Grammar Tests
---	---