

<p>opinions.</p> <ul style="list-style-type: none"> ● Generate relevant reasons that support the opinion ● Use common spelling patterns, phonemic awareness, and spelling conventions when writing <p>Create an Organizational structure that includes reasons and provides some sense of closure.</p> <ul style="list-style-type: none"> ● Use graphic organizers to logically organize and group information. ● Logically organize and group reasons when writing. ● Include an ending sentence <p>Use a variety of words and phrases.</p> <ul style="list-style-type: none"> ● Use vivid and precise language. <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates and names of people. ● Use end punctuation; use commas in dates and words in series. ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p><u>Narrative</u> Write narratives to develop real or imagined experiences or events. The learner will:</p> <ul style="list-style-type: none"> ● Write about a real or imagined 	<p>CC.1.4.1.I</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.J</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.K</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.L</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.M</p>	<ul style="list-style-type: none"> ● narrative ● experience ● event 	<p>Words Their Way Spelling City</p> <p>Framing Your Thoughts Words Their Way Spelling City</p> <p>Learn Zillion - 9 lessons for narrative writing Grade 2 (adapt as Shared Writing)</p> <p>Read Write Think: From Fact to Fiction: Drawing and Writing Stories</p>	
--	---	--	---	--

<ul style="list-style-type: none"> ● End with a closing sentence. <p>Use a variety of words and phrases.</p> <ul style="list-style-type: none"> ● Use vivid and precise language. <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates and names of people. ● Use end punctuation; use commas in dates and words in series. ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p><u>Production and Distribution of Writing</u> With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. The learner, with guidance and support, will:</p> <ul style="list-style-type: none"> ● Understand that drawings and dictation convey meaning to an audience. ● Understand writing may have to be changed to make meaning more clear. ● Share work with others. ● Participate in discussions about their work. ● When prompted make changes to 	<p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.Q</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.R</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.T</p>	<ul style="list-style-type: none"> ● revise 	<p>Read Write Think: Theme Poems: Using the Five Senses</p> <p>Teacher Modeling Framing Your Thoughts Words Their Way Spelling City</p> <p>Read Write Think: Collaborative Stories 2: Revising</p> <p>Writing Fix - Digital Photos for Writing</p>	<p><u>Assessment Options:</u> SAS Assessment Builder <u>Required Assessment:</u> Writing Continuum</p>
---	--	--	---	---

<p>work based on feedback.</p> <ul style="list-style-type: none"> ● Respond to questions and suggestions from peers. ● Add details to strengthen writing as needed. <p><u>Technology and Publication</u> With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <ul style="list-style-type: none"> ● Use a variety of digital tools to produce and publish writing. <p><u>Conducting Research</u> Participate in individual or shared research and writing projects.</p> <ul style="list-style-type: none"> ● Ask adults or peers for explanations or information using why, how, where, and when. (e.g., “Why do leaves turn color?” “Why does Jamal like pizza?”) ● Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information <p><u>Credibility, Reliability, and Validity of Sources</u> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> ● Respond to prompts which require reference to prior experiences. ● Relate prior experiences in learning to a current topic. 	<p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.U</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.V</p> <p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.W</p>	<ul style="list-style-type: none"> ● research ● facts 	<p>Read Write Think: Shared Experiences, Individual Impressions: Buddies Create PowerPoint Stories</p> <p>Read Write Think: What’s the Difference? Beginning Writers Compare E-mail with Letter Writing</p> <p>Read Write Think: Investigating Animals: Using Nonfiction for Inquiry-Based Research</p>	
---	--	---	---	--

<ul style="list-style-type: none"> ● Recall information from experiences. ● Use a variety of resources with teacher support (e.g., adults and peers, books, digital media, maps, recipes, experts) to find new information. <p><u>Range of Writing</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ● Engage in writing opportunities including journaling. ● Revisit previous work. ● Respond to writing prompts. ● Choose to write independently during play. 	<p><u>Common Core</u> W.1.2</p> <p><u>PA Core</u> CC.1.4.1.X</p>		<p>Read Write Think: Reading and Writing about Whales Using Fiction and Nonfiction Texts (Letter Writing)</p> <p>Read Write Think: How Does my Garden Grow? Writing in Science Field Journals</p>	
--	--	--	---	--