Grade Level: 2 **Course Title: Writing Workshop & Grammar** **Time Allotment: 4 Weeks**
Topic/Concept: Opinion Writing **Unit Sequence: 6**

Major Concepts to be learned:

1. What is an opinion?
2. Identify a topic and state and opinion
3. Create an organized structure: Opinion, reason, example, restate the opinion at the end
4. Plan, write, edit, revise, publish
5. Use words and phrase to appeal to the audience

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 an opinon writing
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.G
1.4.2.H
1.4.2.I
1.4.2.J
1.4.2.K
1.4.2.L

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
Student Participation

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. To recognize that sentences express a complete idea and to speak in complete, coherent sentences.
4. To recognize there are four kinds of sentences: statements, questions, commands, and exclamations.
5. To recognize the naming and telling part of a sentence.

Expected Skills to be demonstrated:

2. Write sentences as complete ideas
3. Use a graphic organizer for pre-writing
4. Write complete sentences
5. Revise sentences with correct capitalization and punctuation
6. Draft a paragraph
7. 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
Student Participation

Grade Level: 2 **Course Title: Writing Workshop & Grammar** **Topic/Concept: Small Moments/Realistic Fiction**

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
2. Internalizing and Storytelling
3. Stretching One Small Moment
4. Stretching and Writing Words
5. Planning Details
6. (G) Identify nouns as people, places, and animals
7. Discovering One Small Moment
9. (G) Recognize nouns
10. Focusing on Important Parts
11. Internal Stories
12. Revise, Edit, and Rewrite
13. Students will create an opening/closing sentence

PA Standards/Anchors:

1.4.2.A	1.5.2.C
1.4.2.B	
1.4.2.M	1.5.2.D
1.5.2.A	1.5.2.E
1.5.2.B	1.5.2.F

Eligible Content:

Focus on a seed idea (small moment)
Add details to small moment
Sounding out unfamiliar words, recording the letter sound
Adding thoughts and feelings into the writing

Instructional Strategies:

Visuals
Charts
Share the Pen

Assessments:

- 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. Write responses in complete sentences.
3. Sentence variety
4. (G) To recognize that adjectives describe nouns.
5. (G) To identify that adjectives that tell how something looks, sounds, feels, tastes, and smells
6. (G) To recognize and use words that comare with endings –er and –est
7. Revise and edit
8. Rewrite and publish

PA Standards/Anchors:

1.4.2.B	1.5.2.D
1.5.2.A	1.5.2.E
1.5.2.B	1.5.2.F
1.6.2.A	1.6.2.B

Eligible Content:

Respond to a question in sentence form
Write compound sentences
Distinguish the difference between autobiographies and biographies
Write sentences with commas in a series
(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

Instructional Strategies:

Visuals	Biographies
Charts	Autobiographies
Share the Pen	

Assessments:

Conferencing
Published Piece (Graded)
Grammar Tests

Grade Level: 2 **Course Title: Writing Workshop & Grammar** **Time Allotment: 5 Weeks**
Topic/Concept: Writing in the Content Area – Non-fiction project (Animals) **Unit Sequence: 3**

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 poster
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:

1.4.2.B	1.5.2.D
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	

Eligible Content:

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

Instructional Strategies:

Visuals Non-fiction books
Charts
Share the Pen

Assessments:

Conferencing
Published Piece (Graded)
Grammar Tests

Grade Level: 2 **Course Title: Writing Workshop & Grammar** **Topic/Concept: Poetry**
Time Allotment: 5 Weeks **Unit Sequence: 5**

Major Concepts to be learned:

1. Writing Poetry
2. Grammar: Irregular verbs and Contractions

Expected Skills to be demonstrated:

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
9. Identify the 2 words that make up contractions
10.. Revise and edit
11. Rewrite and publish
12. Recognize and write figurative language

PA Standards/Anchors:

1.3.2.A
1.3.2.B
1.4.2.A
1.5.2.A
1.6.2.A
1.8.2.C
1.5.2.D
1.5.2.E
1.5.2.F
1.6.2.B

Eligible Content:

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
(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

Instructional Strategies:

Visuals
Charts
Share the Pen
Poetry books

Assessments:

Conferencing
Published Piece (Graded)
Grammar Tests