Grade 2 - Unit 1 Writing - Foundations for Second Grade Writing

Unit Focus

In *Foundations for Second Grade Writing*, students develop foundational writing skills through purposeful, creative, and language-rich experiences. Using heart maps as a tool for idea generation, students learn that writers draw from personal experiences, emotions, and interests to create meaningful pieces of writing. Through explicit teacher modeling, guided practice, and supported independent writing, students build essential composition skills by applying phonics, spelling patterns, vocabulary development, and oral language to authentic writing tasks. Students explore free verse poetry and multiple poetry forms including acrostic, haiku, rhyming, and riddle poems while learning how writers make intentional choices about structure, word placement, descriptive language, and sensory details to communicate meaning clearly. The writing component of this unit is directly connected to reading instruction, allowing students to apply learned phonics patterns through authentic encoding practice while strengthening their understanding of the relationship between sounds and letters.

Throughout the unit, students strengthen encoding skills, sentence fluency, and revision strategies as they experiment with similes, sensory language, and increasingly precise vocabulary to enhance their poems. Collaborative partner work and systematic editing routines help students develop self-monitoring habits and independence as writers. Students apply foundational literacy skills in meaningful contexts by rereading for accuracy, using phonics knowledge to edit spelling, and utilizing classroom resources to support writing fluency and conventions. This work encourages students to experiment with self-generated ideas and creative expression while reinforcing the foundational skills of strong writers. The unit culminates in a poetry slam where students engage in hands-on experiences such as blackout poetry, found poetry, paint strip poetry, and readers' theater, providing joyful opportunities to apply newly learned writing skills while building confidence, creativity, and a strong identity as writers.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 2

- 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. (CCSS.ELA-LITERACY.W.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS.ELA-LITERACY.W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS.ELALITERACY.W.2.6)
- Recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELALITERACY.W.2.8)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS.ELA-LITERACY.SL.2.4)

Transfer

Students will be able to independently use their learning to...
T1 Listen, exchange, evaluate, and build upon ideas.
T2 Use a variety of tools to identify areas of personal strengths and style.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Using routines, goal-setting, reflection, and collaboration fosters growth and independence as problem-solvers. **U2** Sounds, letters, and patterns work together to support decoding and spelling of words. **U3** Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors.	*Students will keep considering...* **Q1** How do routines, habits, and reflection help readers and writers grow and become independent problem-solvers? **Q2** How do sounds, letters, and patterns work together to help me read and spell words? **Q3** How can I use the writing process to make choices that communicate my ideas clearly?

Stage 1: Desired Results - Key Understandings

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS.ELA-LITERACY.SL.2.6)
- 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). (CCSS.ELA-LITERACY.SL.2.1.A)
- Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.2.1.B)
- Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS.ELALITERACY.SL.2.1.C)
- Use collective nouns (e.g., group). (CCSS.ELA-LITERACY.L.2.1.A)
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS.ELALITERACY.L.2.1.F)
- Capitalize holidays, product names, and geographic names. (CCSS.ELA-LITERACY.L. 2.2.A)
- Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). (CCSS.ELA-LITERACY.L.2.2.D)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS.ELA-LITERACY.L. 2.2.E)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Writers get ideas for their writing from their own experiences.

K2 Poetry is a form of writing that can express thoughts, feelings, experiences, and ideas in creative ways.

K3 Poets use descriptive language and sensory details to help readers see, hear, feel, smell, and imagine ideas clearly.

K4 Similes compare two things using the words like or as to make writing more vivid and engaging.

K5 Poems can have different structures, rhythms, patterns, and line breaks depending on the poet's purpose.

K6 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.

K7 Fundations:

- Letter-keyword-sound for consonants and vowels
- Concept of consonant digraphs
- Letter-keyword-sound for digraphs
- Concept of consonant blends
- Spelling /k/
- Closed syllable type
- Bonus letter spelling rule
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds

K8 Grammar:

- Capitalizing the First Word
- End Punctuation
- Common & Proper Nouns
- Collective Nouns
- Action Verbs
- Noun or Verb?

Skill(s)

Students will be skilled at...

S1 Generating and organizing writing ideas using heart maps and brainstorming strategies.

S2 Writing multiple types of poems, including acrostic, haiku, rhyming, concrete, and riddle poems.

S3 Using sensory details to create vivid imagery in poetry.

S4 Creating similes to strengthen descriptive writing.

S5 Identifying and generating rhyming words and patterns.

S6 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.

S7 Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.