



Grade 2 - Unit 2 Writing - Bringing Small Moments to Life

Unit Focus

Grade 2 students wrote small moment stories in first grade that focused on one moment that really happened in their lives. They learned to choose a topic and stretch out the moment by adding description, action, thoughts and feelings. Instruction in this unit is based on writers' strengths and goals gleaned from flash drafts. Small group teaching and 1:1 conferring is paramount.

Throughout the unit teachers demonstrate/models writing that targets the day's mini-lesson, and students apply this work to their own independent writing. Demonstration writing is matched to the student's work and illustrates how to use a reproducible strategy to grow as writers. Through inquiry work in reading, students learn how authors bring small moments to life with action, thoughts, dialogue and description. This work serves to fuel writing goals as students work under the influence of admired mentor authors.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
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| Standards <ul style="list-style-type: none"> Common Core <ul style="list-style-type: none"> English Language Arts: 2 <ul style="list-style-type: none"> Writing <ul style="list-style-type: none"> 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) Recall information from experiences or gather information from provided sources to answer a question. (CCSS.ELA-LITERACY.W.2.8) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS.ELA-LITERACY.SL.2.1) 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.ELA-LITERACY.SL.2.1.C) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.2.1) Use collective nouns (e.g., group). (CCSS.ELA-LITERACY.L.2.1.A) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS.ELA-LITERACY.L.2.1.B) | <i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages. | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <i>Students will understand that...</i> U1 Writing is a process for clarifying as well as expressing one's thinking. U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. | <i>Students will keep considering...</i> Q1 What makes clear and effective writing? Q2 How does following the writing process help a writer craft an effective piece of writing? Q3 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing? |
| | Acquisition of Knowledge and Skill | |
| | Knowledge | Skill(s) |
| | <i>Students will know...</i> K1 Narrative writing includes description K2 Description helps readers visualize | <i>Students will be skilled at...</i> S1 choosing topics to write about S2 stretching a moment over several pages |

Stage 1: Desired Results - Key Understandings

- Use adjectives and adverbs, and choose between them depending on what is to be modified. *(CCSS.ELA-LITERACY.L.2.1.E)*
- 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.ELA-LITERACY.L.2.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.2.2)*
- Capitalize holidays, product names, and geographic names. *(CCSS.ELA-LITERACY.L.2.2.A)*
- Use commas in greetings and closings of letters. *(CCSS.ELA-LITERACY.L.2.2.B)*
- Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). *(CCSS.ELA-LITERACY.L.2.2.D)*

Madison Public Schools Profile of a Graduate

Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

K3 Writing includes capitalization and punctuation

K4 Sentences include nouns and verbs

S3 using craft techniques to create a vivid small moment

S4 using capitals and end punctuation

S5 creating sentences with nouns and verbs