

Daily Writing / ELA Block – Grade Two		60 Minutes of Uninterrupted Instructional Time	
Foci: Writing, Speaking, Listening, and Using Language 		Assessment Evidence	Aligned Resources
Common Core Standards for English Language Arts <small>The standards listed here focus on what is essential but do not describe all that can or should be taught.</small>			
<p style="text-align: center;"><u>Writing Standards</u></p> <p>By the end of Grade 2 students will:</p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write opinions in which they introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. (Begins in grade 3). 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4) <p>Range of Writing</p> <ol style="list-style-type: none"> 10. (Begins in grade 3) 		<p>Writing:</p> <ul style="list-style-type: none"> • Writing sample – Diagnostic • Descriptive writing • Narrative writing • Creative writing • Expository writing • Persuasive writing • Writing sample (fall and spring) • Book review • Friendly letter/message • Research report • Multimedia presentation • Speech writing • Personal experience essay • Reflective writing <p>MPS K-2 Writing Rubrics</p> <p>Other assessment evidence:</p> <ul style="list-style-type: none"> • Student questions • Student comments • Illustrations and other visuals • Observations during whole group, small group, and conferences • Short-cycle assessments • Peer feedback - oral • Presentations • Multimedia • Traditional and online publishing in various forms - 	<p>Writing, visuals, and illustrating tools (including digital tools) Equipment/tools for engaging in modeled, interactive, and shared writing Models of writing from a variety of genres, including fiction and nonfiction A writing process Writing strategies based on best practices in writing Writing supplies Word walls, alphabet, and other resources such as picture/word dictionaries Rubrics Technology Reading A-Z/RAZ Kids Discovery Education <i>Streaming</i></p> <p>Write Source (Teacher edition) Writing Process pp. 8, 14, 18, 24, 32, 36 Traits of Writing pp. 18-31, 461-465, 477 Descriptive Writing pp. 50-61 Narrative Writing pp. 62-95 Expository Writing pp. 96-129 Persuasive Writing pp. 130-161 Practical Writing pp. 60-61, 98-121, 126-127, 138-152 Response to Literature pp. 162-205 Story Writing pp. 208-217 Report Writing pp. 258-279 Creative Writing 206-241 Classroom portfolios pp. 40-41</p>

<p style="text-align: center;"><u>Speaking and Listening Standards</u> By the end of Grade 2, Students will:</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussion (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). Build on others' talk in conversation by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) <p style="text-align: center;"><u>Language Standards</u> By the end of Grade 2, Students will:</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<ul style="list-style-type: none"> Content in Writers' Notebooks Contents of Portfolios (both process and showcase) Progress logs Student self-assessment Student self-reflection Student goals Student's sharing in whole group work <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Oral presentations Participation in class discussions Summary of main discussion points Notes Evidence of listening Collaborative group work Integrated use of technology <p>MPS Oral Rubrics MPS Listening Rubrics MPS Discussion Rubrics</p>	<p>Writer's notebook pp. 352-354 Friendly letters pp. 60-61, 535 Storyboard pp. 222, 282 Email message, pp. 60-61 Poems pp. 230-232, 237 Characters pp. 209, 221, 223 Plot p. 209 Setting pp. 75, 209, 221, 223</p> <p>Multimedia presentation pp. 280-283 Viewing skills pp. 297-301 Viewing commercials p. 300 Viewing web sites pp. 256, 301 Topics for Speeches p. 288 Listening pp. 16, 302-303 Listening skills pp. 16, 302-303 Speaking skills pp. 286-291 Oral presentation pp. 280-283, 291 Working with partners pp. 14-17, 501</p> <p>Write Source Skills Book Assessment Book Write Source Interactive Writing Skills CD-Rom Daily Language Workouts Great Source – online resources: http://www.greatsource.com/iwrite/index.html</p> <p><input type="checkbox"/> Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)</p> <p><input type="checkbox"/> Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)</p> <p>Zaner-Bloser – adopted resources</p> <p>Zaner-Bloser – online resources: www.zaner-bloser.com</p>
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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil). Consult reference materials; including beginning dictionaries, as needed to check and correct spellings. <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Compare formal and informal uses of English. <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Identify real-life connections between words and use their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Language: Accurate use of conventions in writing and speaking</p> <p>MPS Writing Rubrics – Conventions</p> <p>Language: Appropriate use of on-level vocabulary</p> <p>MPS Language Rubrics</p>	<p>Abbreviations for months p. 406 Capitalization of months p. 398 Irregular verbs p. 448-449 Parts of speech pp. 437-458 Sentences pp. 429-436 Fragment sentence p. 342 Future tense pp. 329, 446 Combining sentence pp. 346-347 Common noun pp. 314, 438 Commas pp. 386-389 Irregular nouns p. 404 Contractions pp. 325, 390-391 Dialogue pp. 78, 310 Apostrophes pp. 318, 390-393, 440 Exclamation points pp. 384-385 Adjectives pp. 332-335, 450-453 Spelling pp. 409-417 Editing and proofreading strategies p. 503 Compound sentence p. 386 Interjections pp. 456-457</p> <p>Roots pp. 373-374 Alliteration p. 239 Adjectives pp. 332-335, 450-453 Verbs pp. 326-331, 444-449 Predicate in a sentence pp. 432-433 Verb tense pp. 329, 446-447 Using the right word pp. 419-428 Learning new words pp. 368-370 Techniques vocabulary pp. 368-370 Using the right word pp. 419-428 Antonyms pp. 426-427 Prefixes, suffixes, roots pp. 371-374 Homophones pp. 419-425 Synonyms p. 253 Using a dictionary pp. 254-255 Using a thesaurus pp. 253, 369</p>
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Block Structure and Instructional Methods

Instructional Groupings:

Whole Group: Strategic, Explicit Instruction

Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations – Application and Practice

Whole Group: Sharing and Wrap Up

Introduction (5 minutes)

Goal = Connect

The teacher will:

- Establish, communicate, and maintain classroom routines to support student learning.
- Use student-friendly language to communicate big ideas, essential questions, and/or communicate the purpose of the lesson.
- Communicate, record, and post learning intention.

Whole Group, Explicit Instruction (20 minutes)

Goal = Build

The teacher will:

- Reinforce the learning intention; use visuals to enhance understanding.
- Explain the goal and importance of the lesson (e.g., “*Writers use dialogue to help readers understand the characters of a story.*” Examples of focus lessons include: using strategies to revise writing, describing setting, writing to compare, prewriting strategies, using conventions in writing, and using vocabulary in writing and speaking.
- Share example(s) to illustrate learning intention of lesson in use, including using own writing to help students better understand the strategy or aspect of craft in action.
- Invite students to participate in interactive and shared writing activities.
- Provide additional information and/or clarification to enhance understanding and support transfer; connect to environment print.
- Help students create a poster and/or record content of lesson in each student’s writer’s notebook.
- Ask students to reflect on their learning and discuss how they will apply the content of the lesson in their writing (think individually then discuss via whole group or partner share).
- Listen for evidence of understanding; clarify, redirect, restate, or provide additional examples as needed.
- Provide oral and written directions to explain focus of work during literacy work stations, including clear procedures to execute transitions between and among stations.

Universal Approaches, Modes, Skills, and Strategies

Best Practices in Writing (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)

- Writers’ Workshop
- Writing Process
- Writing Strategies
- Six Traits of Effective Writing
- Authentic Forms
- Writing-Reading Connection
- Effective Feedback
- Teacher as Writer

Modes (Cooper, 2003)

- Write Aloud [Modeled] Writing
- Shared Writing
- Guided Writing
- Collaborative/Cooperative Writing
 - Independent Writing

In developmentally appropriate ways, students in K5 will work on the following skills that writers use:

- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Handwriting Skills
- Computer Skills

Differentiated Instruction During Small Group Instruction (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)

- Content
- Process
- Product
- Writing Circles (Vopat, 2009)
- Inquiry Circles (Harvey and Daniels, 2009)

Small Groups - Application and Practice (25 minutes)

Goal = Reach

The teacher will:

- Set up classroom to foster effective and efficient small group instruction.
- Design meaningful activities to assist students as they apply and practice the focus of whole group lessons in small and independent literacy work stations.
- Integrate other language arts, including speaking, listening, and language, into literacy work station activities.
- Regularly meet with small flexible groups of students who exhibit similar needs; spend more time with students who demonstrate the need for extra assistance.
- Employ guided instruction by reviewing the focus of the lesson and coaching as students work.
- Use interactive, shared, cooperative/collaborative writing; ask students to share the pencil” as they apply strategies modeled during whole group instruction.
- Provide like-need students with effective, specific and timely feedback while rotating among groups.
- Explicitly connect aspects of student writing and speaking to use of the conventions of language and vocabulary development.
- Ask students to write for several smaller periods of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts and/or lessons.
- Guide students as they write their own examples of a variety of types of writing, written for various purposes and audiences (e.g., how-to writing, persuasive letters, response prompts, plays, speeches, multimedia presentations, and descriptions of people).
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Monitor and record each student’s progress.
- When meeting one-on-one with students, provide each student with timely and appropriate feedback that supports their current stage of development and specific need (e.g., descriptive, effective, or motivational).

Whole Group –Reflecting and Sharing (10 minutes)

Goals = Reconnect and Wrap Up

The teacher will:

- Gather the entire class to meet and revisit learning intention of the original lesson.
- Provide opportunities for students to share samples of work, and reflections on learning through oral discussion and presentation (in pairs, small groups, or whole group).
- Integrate listening, speaking, language, and technology into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning

Six Traits of Effective Writing (Spandel, 2008)

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency and Variety
- Conventions

Categories of Strategies (Tompkins, 2010)

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

<p>English Language Learners:</p> <p>Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Preparation</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Scaffolding</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Grouping Options</i></th> </tr> </thead> <tbody> <tr> <td>Adaptation of Content</td> <td>Modeling</td> <td>Whole class</td> </tr> <tr> <td>Links to Background</td> <td>Guided practice</td> <td>Small groups</td> </tr> <tr> <td>Links to Past Learning</td> <td>Independent practice</td> <td>Partners</td> </tr> <tr> <td>Strategies incorporated</td> <td>Comprehensible input</td> <td>Independent</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><i>Integration of Processes</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Application</i></th> <th style="text-align: left; border-bottom: 1px solid black;"><i>Assessment</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>Hands-on</td> <td>Individual</td> </tr> <tr> <td>Writing</td> <td>Meaningful</td> <td>Group</td> </tr> <tr> <td>Speaking</td> <td>Linked to objectives</td> <td>Written</td> </tr> <tr> <td>Listening</td> <td>Promotes engagement</td> <td>Oral</td> </tr> </tbody> </table>	<i>Preparation</i>	<i>Scaffolding</i>	<i>Grouping Options</i>	Adaptation of Content	Modeling	Whole class	Links to Background	Guided practice	Small groups	Links to Past Learning	Independent practice	Partners	Strategies incorporated	Comprehensible input	Independent	<i>Integration of Processes</i>	<i>Application</i>	<i>Assessment</i>	Reading	Hands-on	Individual	Writing	Meaningful	Group	Speaking	Linked to objectives	Written	Listening	Promotes engagement	Oral	<p>Students with Disabilities (per IEP)*</p> <p><u>Assistive technology (writing)</u></p> <ul style="list-style-type: none"> • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems
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***NOT an exhaustive list*