

Grade 2: Writing Text Types and Purposes Examples

Standards alignment:

W.2.1

Building:

Lincoln Elementary

Grade(s):

2

Quarter taught:

1 2 3 4

Team members:

Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:

W.2.1

Directions: Copy and paste from the vertical alignment tool.

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write an opinion about a topic or a story.
- We will state the opinion of the piece.
- We will support our opinion with reasons.
- We will correctly connect our reasons and give a concluding statement.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Read a story, book, or piece that students could give altering opinions about or brainstorm various literary topics students could develop an opinion.
2. Discuss various opinions as a class and why students feel their like or dislike, or belief about the topic.
3. Discuss with the class the word reasons. Define what would be strong vs weak reasons that support their statement.
4. Give students a graphic organizer to list out their reasons. Explain how students should have two to four reasons to support their opinion statement.
5. Teach/review connecting words (i.e., because, and, also).
6. Use mentor text to show students various examples of opinion topics with strong reasons to support their statement.
7. Using a graphic organizer or scaffold support, have students combine their opinion statement, connecting words, and reasons into a paragraph form.
8. Using mentor text, teach/review concluding statements that support the collective opinion and reasons.
9. Using mentor text, teach/review word(s) that students should use to connect a concluding statement or section.
10. Students add the concluding statement or section to their opinion statement and reasons.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Opinion
- Opinion statement
- Reason
 - Strong vs. weak
- Connecting words
- Concluding statement or section

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment: <u>W.2.2</u>	Building: <u>Lincoln Elementary</u>
Grade(s): <u>2</u>	Quarter taught: 1 2 3 4
	Team members: <u>Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson</u>

Step 1

Standard:

W.2.2

Directions: Copy and paste from the vertical alignment tool.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- Students will learn the difference between a fact and an opinion statement.
- Students will learn to write a sentence that introduces an informational or explanatory topic.
- Students will learn how to find facts that support their topic statement about an informational or explanatory topic.
- Students will combine facts that support their topic statement.
- Students use appropriate connecting words to combine facts together.
- Students will develop a concluding statement that proves their topic statement.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Practice identifying the difference between an opinion and a fact.
2. Make sure students can discern the difference between a true fact and an opinion written like a fact.
3. Give students an informational or explanatory topic, or have students brainstorm an informational or explanatory topic where facts could be used.
4. Use a graphic organizer to help students identify facts for their topic that develops points
5. Have students find facts for their topic.
6. Using mentor examples, have students read various topic statements to demonstrate how to write a topic statement.
7. Have students write a topic statement introducing an informational or explanatory topic.
8. Using mentor examples, show students how to combine facts together
9. Have students write relevant facts that support their topic statement.
10. Use connecting words to combine facts together.
11. Write a concluding statement that connects all the facts and supports the topic statement.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Use sentence stems to help students write a topic statement
 - Use sentence starters to help with connecting words
 - Students only need to find one to two facts to support topic statement
 - Use sentence starter to help students write a concluding statement
- Additional opportunities:
 - Have students find three to five facts to support their topic statement.
 - Have students find various types of facts
 - Have students identify stronger vs. weaker factual statements to make their points.
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Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Informational text
- Explanatory text
- Opinion statement
- Factual statement
- Definition
- Topic statement
- Concluding statement

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment: W.2.3 Building: Lincoln Elementary

Grade(s): 2 Quarter taught: 1 2 3 4 Team members: Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard: W.2.3

Directions: Copy and paste from the vertical alignment tool.

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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- Students will recount a narrative event.
- Students will understand and develop elaborate, or specific details of the event.
- Students will use descriptive actions, thoughts, and feelings to describe the event.
- Students will understand sequential words to help signal order.
- Students will understand how to provide closure to the event.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Students will discuss a memorable story that they would like to share.
2. Students will decide the best event to tell.
3. Have students explain what happened 1st. Discuss what specific action happened first.
4. Explain how this first part of the story made the student feel.
5. Have students explain what happened next. Discuss what specific action followed the first.
6. Have students understand the sequential step between the first and next event.
7. Explain how the next part of the story made the student feel at this moment.
8. Generate a list of temporal words to help students continue the narrative sequentially.
9. Continue having students recall the memorable event in sequential order.
10. Generate lists of action words to help students accurately describe the events with detail.
11. Generate lists of words to help accurately describe emotional details (happy, excited, nervous, worried, fun, etc.).
12. Continue with the steps to help students narrate an event.
13. Share with students how to close the story. Develop closing statements to provide an ending.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Have students draw pictures to help develop the sequential events of the story.
 - Use scaffolding or graphic organizers to help them develop the steps.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- *I can (include an example or description of proficient work) ...*

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

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Assessments:

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Strategies: