

Unit #1B: Getting Ready: Launching the Writing Workshop

Unit Focus

Teachers will introduce foundational structures, routines, and expectations associated with the second grade writer as well as the establishment of the writing workshop. Following the balanced literacy model as defined in the PWCS Instructional Framework, students will learn the systems that will become ongoing structures in the classroom for the school year. The teaching of the management of these established systems will allow for students to see themselves as a community of learners and to view themselves as writers. Initially, this time is spent establishing tools and procedures such as the writer's notebook to establish writing ideas to come back to across the year, the writer's folder which will hold ongoing process writing pieces, and other writing tools. Teachers will want to use this time to do on-demand writing to assess what their students know about writing. For a better understanding of writing behaviors to guide instruction, refer to the PWCS Writing Continuum. For students requiring additional support in writing composition, teachers may consider helping students to tell stories, which will allow them to continue to work on the sequence of stories and get them to realize that what we say will match what we write. In this early unit, teachers can begin the process of writing by engaging students in storytelling and the use of mentor texts. Utilizing *mentor texts** during the writing workshop helps students learn to generate ideas and take risks to become different writers tomorrow than they are today.

**Mentor texts* are pieces of literature that the teacher and student can return to and reread for many different purposes throughout the year. They are texts that can be studied and imitated which will help students feel more comfortable when trying out new strategies and formats.

Suggested Duration: 6 to 8 Weeks

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

Communication and Multimodal Literacies

2.1 The student will use oral communication skills.

- a) Listen and speak using appropriate discussion rules.
- c) Speak audibly with appropriate voice level, phrasing, and intonation.
- j) Restate and follow multi-step directions.
- l) Work respectfully with others and show value for individual contributions.

2.2 The student will demonstrate an understanding of oral early literacy skills.

- a) Create oral stories to share with others.

Reading

2.4 The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of **short**, long, and r-controlled vowel patterns to decode and spell words.
- d) Apply decoding strategies to confirm or correct while reading.

Writing

2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Understand writing as a process.
- b) Identify audience and purpose.
- c) Use prewriting strategies to generate ideas before writing.
- d) Use strategies for organization according to the type of writing.
- e) Organize writing to include a beginning, middle, and end.
- i) Revise writing for clarity.

2.11 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- i) Use commas in salutation and closing of a letter.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting.

English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Enduring Understandings	Essential Questions
<p><i>Students will understand that:</i></p> <p>U1 Writers use the work of other authors to experiment and learn how to write using varied genres.</p> <p>U2 Writers think about the composing and written expression domains when writing.</p> <p>U3 Writers are aware of audience and purpose when composing writing.</p> <p>U4 Writers use the writing process when writing.</p> <p>U5 Writers use notebooks to collect thoughts and ideas.</p> <p>U6 Different forms of writing have different characteristics and formats.</p> <p>U7 Punctuation makes the meaning of a sentence clear.</p>	<p><i>Students will keep considering:</i></p> <p>Q1 How can I use mentor texts to learn how to experiment in my writing with language and genres of writing?</p> <p>Q2 How can I use the domain features of composing and written expression to help focus my writing?</p> <p>Q3 Why do I need to be aware of audience and purpose in my writing?</p> <p>Q4 How does following the steps in the writing process help to improve my writing?</p> <p>Q5 Why is a writer’s notebook important?</p> <p>Q6 Why do I use different types of punctuation?</p>

Knowledge	Skills
<p>Students will know:</p> <p>K1 Reading mentor texts supports their writing in various genres is a way to experiment with different styles of writing.</p> <p>K2 The features found in composing and written expression domain help to focus writing.</p> <p>K3 Selecting the audience and purpose is part of developing and organizing writing.</p> <p>K4 Using the writing process helps support and improve writing.</p> <p>K5 A writer keeps ideas and thoughts in a notebook to use in their writing.</p> <p>K6 There are different types of sentences.</p> <p>Key vocabulary Writers workshop, writer’s notebook, writing folder, brainstorm, heart map, thoughts, ideas, mentor text, stories, letters, simple explanations, ideas, organize (webs, maps, graphic organizers...) beginning, middle, end, narrative, expository/informational, declarative, interrogative, exclamatory sentences, proper nouns, singular and plural nouns and pronouns, story structure, brainstorm, punctuation, details, sequence, closure/conclusion, domain</p>	<p>Students will be able to: <i>Work with the writing process to communicate: draft, compose, review and publish writing.</i></p> <p>2.1</p> <p>S1 Follow rules for discussion (2.1a).</p> <p>S2 Engage in active listening and speaking (ex: eye contact, face speaker, take turns speaking and listening) (2.1a,1).</p> <p>S3 Express ideas clearly and in an organized manner (2.1c).</p> <p>S4 Speak clearly and distinctly, using proper pitch and volume (2.3c).</p> <p>S5 Follow multi-step directions (2.1j).</p> <p>S6 Work respectfully with others (2.1l).</p> <p>S7 Show value for others contributions to discussion (2.1l).</p> <p>2.2</p> <p>S8 Use the story structure of beginning, middle, and end to tell a story of an experience (2.2a).</p> <p>S9 Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood (2.2a).</p> <p>S10 Add appropriate elaboration and detail while telling oral stories (2.2a).</p> <p>2.4</p> <p>S11 Apply knowledge of consonants and consonant blends to decode and spell words (2.4a).</p> <p>S12 Apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words (2.4a).</p> <p>S13 Distinguish short vowels when reading one-syllable regularly spelled words (2.4b).</p> <p>S14 Begin to apply knowledge of the consonant-vowel patterns, such as CV (e.g., go), VC (e.g., in) , CVC (e.g., pin), and CVCC (e.g., wind), to decode and spell words (2.4b).</p> <p>S15 Read regularly spelled one- and two-syllable words automatically (2.4d).</p> <p>2.10</p> <p>S16 Generate ideas and organize information before writing (2.10a,c).</p> <p>S17 Participate in shared writing projects (2.10a,b,c,d).</p>

- | | |
|--|--|
| | <p>S18 Write narratives describing events with details, sequence, and a closure (2.10d,e).</p> <p>S19 Develop writing by focusing on one topic (2.10d).</p> <p>S20 Begin to strengthen writing as needed by revising writing, staying on topic and including details (2.10i).</p> <p>2.11</p> <p>S21 Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point (2.11a, b).</p> <p>S22 Capitalize the word I, all proper nouns, and words at the beginning of sentences 2.11c).</p> <p>S23 Use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., Sincerely) of a letter (2.11i).</p> |
|--|--|

Stage 2 – Evidence

Performance Assessment Task(s)	Other Evidence
<p>P1 After brainstorming story ideas together as a class, you will choose one of the ideas to write about. Make sure your story includes:</p> <ul style="list-style-type: none"> • sequencing (beginning, middle, and end), • simple sentences, and • punctuation. <p>(2.2a; 2.10a-e, i; 2.11a,b)</p> <p>Teacher Note: At this point, students are not expected to show mastery of these skills. Students are learning the foundational structures of the writing process. You may want to use a mentor text to help students generate ideas and structure their writing.</p> <p>Teachers should take into consideration the individual needs of all students, in particular EL, SPED, and advanced, when determining scaffolds for student success. For example, students with an English Language proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizers, and native language peers as supports; ELP level 3 & 4 in writing domain could use sentence frames, graphic organizers, and peers as supports.</p>	<p>O1 List of brainstormed ideas for writing</p> <p>O2 Journal entries on variety of topics</p> <p>O3 Teacher observation of peer writing conferences</p> <p>O4 Graphic organizer used to generate ideas for writing; completed independently</p> <p>O5 Reference to and use of class generated writer’s checklist</p> <p>O6 Cross-curricular writing samples</p> <p>O7 Participates in interactive writing</p> <p>O8 Individual writers’ notebooks</p> <p>O9 Conferring notes</p> <p>O10 Quick writes</p> <p>O11 PWCS K-5 Levels of Writing Continuum</p>

Stage 3 - Learning Plan

Recommended Learning Experiences

When planning instruction for learners, consider supports which ensure alignment between curriculum expectations and the needs of students, creating an instructional match. Additionally, the resources linked below provide opportunities and strategies for teachers to plan for a variety of rich oral and written experiences.

When presenting lessons, all learning activities should make use of the Balanced Literacy Model:

- L1** Set up rules and procedures for writing workshop, such as atmosphere, setting up and navigating the writer’s notebook, using and keeping track of the writing folder, taking notes, expectations for small and whole group instruction, expectations for read alouds, and expectations for independent and collaborative work.
- L2** Guide students to think about what goals they have for their writing this year. Make a list on chart paper and have students generate their own goals to keep in their writer’s notebooks (e.g., fill notebooks with true stories, use transition/sequence words, put the date on each page in a notebook entry, have people in stories talk, write lots of sentences, write more than one page, use lots of punctuation). Provide exemplars of third grade writing to help students come up with ideas on goals for their writing.
- L3** Model generating a list of ideas for writing to refer to when you get stuck on chart paper. Students should create their own writing idea lists in their writer’s notebooks to refer to during work time throughout the year.
- L4** Use a variety of mentor texts to model for students the attributes of good writing and storytelling through interactive read alouds and shared writing. Emphasize that what you write must match what you say.
- L5** Create a class anchor chart to show the process of writing: planning, drafting, revising, editing, publishing, and celebrating.
- L6** Model, through a think aloud, choosing an idea or topic to write about and using various prewriting/planning strategies to get started with writing (e.g., brainstorming, lists, quick writes, identifying the intended audience, talking to others, using graphic organizers).
- L7** Model to students how to use the planning stage to help compose a draft.
- L8** Confer with students as they work to plan and draft a piece of writing to place in their writer’s folder.
- L9** Through think alouds, model the reviewing stage of the writing process: editing and revising. Use a previous draft from the class to edit and revise in order to “fix up” and make the writing clearer for the reader.
 - a) Emphasize that good writers read their writing more than once and sometimes even out loud.
 - b) Focus on using complete sentences, using the word *I*, and using the articles *a*, *an*, and *the* when editing.
 - c) As a class, create an editing checklist for students to utilize throughout the year including “non-negotiables” (e.g., punctuation, capital letters when appropriate, using the word *I*, complete sentences, spelling).
- L10** Confer with students as they work to revise and edit a draft from their writer’s folder.
- L11** Model, through a think aloud, taking a piece of writing that has gone through planning, drafting, and reviewing to publish. Build excitement about publishing a writing piece that has gone through the writing process. Published writing piece can be placed on a bulletin board, in a class book, shared with the class, etc.
- L12** Model how to take ideas from a writer’s notebook and talk to others, sharing ideas for writing and building a community of writers.

- L13** With mentor texts, begin the work of studying authors to notice how they write and what we can learn from them.
- L14** Using mentor texts throughout the unit, analyze the characteristics of good writing, noting what made certain pieces of writing enjoyable or interesting. Build an anchor chart for students to reference as they write.
- L15** Reference an ongoing anchor chart as you guide students in their thinking about what we know about types of writing as you complete a piece of shared writing.
- L16** Using a piece of shared writing, model for students how to revise writing for clarity and to make the piece more descriptive.
- L17** Assist and model for students how to build conversations with each other about their writing.
- L18** Using a piece of shared writing, model for students how to edit writing for the correct use of grammar.
- L19** Over time, directly teach the writing process: prewriting, draft, editing, revising, and publishing.
- L20** By modeling correct letter formation, students will come to understand that legible handwriting is an important tool of written communication.

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

VDOE Early Literacy Videos:

http://www.doe.virginia.gov/instruction/english/elementary/reading/early_literacy_strategies.shtml

PWCS Resources

PWCS Instructional Framework

PWCS Phonics, Phonemic Awareness and Word Study Resource

PWCS Research Strand Support Document (2017 SOLs)

PWCS K-5 Writing Continuum

PWCS Language Arts Website

Additional General Resources to Support Writing Workshop:

Teachers Guide to Writing Conferences – Carl Anderson

A Teacher's Guide to Getting Started with Beginning Writers – Katie Wood Ray & Lisa Cleveland

Writing Strategies – Jennifer Serravallo

Mastering the Mechanics- Linda Hoyt and Teresa Therriault

Becoming a Writer-Dorothea Brande

The Art of Teaching Writing-Lucy Calkins

Already Ready- Katie Wood Ray

Engaging Young Writers- Matt Glover

Interactive Writing – Irene Fountas & Gay Su Pinnell

Projecting Possibilities for Writers- Matt Glover and Mary Alice Berry

Talking, Drawing, Writing: Lessons for our Youngest Readers- Martha Horn

In Pictures and In Words- Katie Wood Ray

Writers Are Readers- Lester Laminack and Reba Wadsworth

Writing Units of Study – Lucy Calkins

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

Graphic supports	Interactive supports	Language support	Sensory support
<ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines 	<ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud 	<ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text 	<ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction; and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____ Date: _____

Performance Task Description: _____ Level of Mastery _____

Unit: _____ Standards: _____

K-2 Language Arts Performance Task Assessment Rubric

Level of Mastery	Simplified Scale	Letter Grade	Overall Descriptor of Performance	Overall Student Statement
Above Standard	4.0	S+	Exceeds grade level standards. Consistently meets requirements for exceptional work. Demonstrates high level of knowledge and understanding.	I know (and can do) it well enough to make connections that were not taught.
Proficient	3.0	S	Meets grade level requirements. Consistently meets requirements for proficient work. Demonstrates acceptable level of knowledge and understanding.	I know (and can do) everything that was taught making few mistakes.
Approaching	2.0	S-	Approaching grade level standards. Meets some requirements for proficient work. Demonstrates some knowledge and understanding.	I know (and can do) all the easy parts, but I do not know (and cannot do) the harder parts.
Beginning	1.0	N	Consistently requires teacher direction and assistance to demonstrate partial knowledge or understanding.	With help, I know (and can do) some of what was taught. I do not know (and cannot do) any of it.

Grade 2 Unit 1B Guidance Document

Composing / Written Expression

Above Standard

In addition to advanced-low level performance, in-depth inferences and application that go beyond what was taught.

- Focus on a narrowed topic. Shows awareness of audience.
- Lead and/or closure is/are short. (*I went to bed. The end.*)
- Has basic organizational plan (B-M-E) but may jump from point to point. Lacks sentences of various lengths and structures; for example, a paper of mostly short (length) simple (structure) sentences, (*I went home. I got a drink. I ate a snack.*), may use repetitive sentence patterns such as I like... (*I like cukes. He like iskrm.*).

Meets Standard

No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.

- Focuses on a broad, general topic, includes some details or elaboration.
- Has little or no elaboration.
- Lead and/or closure is/are missing.
- At times can organize ideas, includes incomplete sentences.

Approaching Standard

Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.

- Lacks focus on one, general topic.
- Copies from classroom print or teacher model.
- Illustrates “notes” and words with distinct letter combinations (*wing for working; st for stop*).
- Pictures and words tell the same story.

Beginning

With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

- At times can copy from classroom print or teacher model.
- Understands the concept: If I can say it, I can write it.
- Links letters and words together to represent simple sentences, although they may be incomplete.
- At times pictures and words tell the same story.

Usage and Mechanics

Above Standard

In addition to advanced-low level performance, in-depth inferences and application that go beyond what was taught.

- Consistently starts sentences with a capital letter and capitalizes proper nouns.
- Consistently spells frequently used sight words, compound words, and regular plurals.
- At times can vary punctuation, which causes several fragments and run-ons.

Meets Standard

No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.

- At times able to start sentences with a capital letter and capitalizes proper nouns.
- Consistently spells frequently used sight words.
- Identifies punctuation; may use one punctuation mark at the end of the text or the end of each line.

Approaching Standard

Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.

- Student capitalizes the word *I*.
- At times, student can add spacing between letters and words.
- At times able to spell frequently used sight words.
- At times able to identify punctuation.

Beginning

With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

- At times, student can write their own name.
- At times, student maintains directional pattern.
- At times, student capitalizes the word *I*.

2nd Grade Mentor Texts

Unit	Title and Author
1A	<ul style="list-style-type: none"> • <i>Edward the Emu</i>, Sheena Knowles • <i>The Invisible Boy</i>, Trudy Ludwig • <i>The Emperor’s Egg</i> by Martin Jenkins • <u><i>I, Fly: The Buzz About Flies and How Awesome They Are</i></u>, Bridget Heos
1B	<ul style="list-style-type: none"> • <i>How to Read a Story</i>, Kate Messner • <i>Rocket Writes a Story</i>, Tad Hills • <i>Arthur Writes a Story</i>, Marc Brown • <i>Tell Me a Story, Mama</i>, Angela Johnson
2A	<ul style="list-style-type: none"> • <i>All Alone</i>, Kevin Henkes • <i>I Need My Monster</i>, Amanda Noll • <i>Casey at the Bat: A Ballad of the Republic Sung in the Year 1888</i>, Ernest L. Thayer • <i>Stellaluna</i>, Janell Cannon
2B	<ul style="list-style-type: none"> • <i>A Moment in Time</i>, Jennifer Butenas • <i>Salt Hands</i>, Jane Aargon • <i>The Relatives Came</i>, Cynthia Rylant • <i>Rollercoaster</i>, Marlee Frazee
3A	<ul style="list-style-type: none"> • <i>Alexander, Who Used to be Rich Last Sunday</i>, Judith Viorst • <i>Ira Sleeps Over</i>, Bernard Waber • <i>Oliver Button is a Sissy</i>, Tomie dePaola • <i>Jamaica’s Find</i>, Juanita Havill
3B	<ul style="list-style-type: none"> • <i>Don’t Feed the Bear</i>, Kathleen Doherty • <i>Rufus Goes to School</i>, Kim T. Griswell • <i>Can I Be Your Dog?</i>, Troy Cummings • <i>Don’t Blink!</i>, Amy Krouse Rosenthal • <i>Give Bees a Chance</i>, Bethany Barton • <i>The Big Bed</i>, Bunmi Laditan

4A	<ul style="list-style-type: none"> • <i>Mammoths on the Move</i>, Lisa Wheeler • <i>What Do You Do When Something Wants to Eat You?</i>, Steve Jenkins • <i>Sharks</i>, Anne Schreiber • <i>Who Would Win books</i>, Jerry Pallotta
4B	<ul style="list-style-type: none"> • <i>Weather Words and What They Mean</i>, Gail Gibbons • <i>Clouds, Rain, and Fog</i>, Fred and Jeanne Biddulph • <i>Henry's Freedom Box</i>, Ellen Levine • <i>Finding Winnie</i>, Lindsay Mattick
5A	<ul style="list-style-type: none"> • <i>Old Elm Speaks</i>, Kristine O'Connell George • <i>The Word Collector</i>, Peter Reynolds • <i>One Leaf Rides the Wind</i>, Celeste Mannis • <i>Tan to Tamarind: Poems About the Color Brown</i>, Malathi Michelle Iyengarn
5B	<ul style="list-style-type: none"> • <i>Saturdays and Teacakes</i>, Lester Laminack • <i>Wednesday Surprise</i>, Eve Bunting, • <i>Read-Aloud Rhymes for the Very Young</i>, Jack Prelutsky • <i>Quick as a Cricket</i>, Audrey Wood
6A	Select from suggested unit authors, making choices which allow for comparison within and between authors.
6B	<ul style="list-style-type: none"> • <i>Salt in His Shoes</i>, Delores Jordan • <i>Catching the Moon</i>, Crystal Hubbard • <i>A Seed is the Start</i>, Melissa Stewart • <i>How to Make Salsa</i>, Jamie Lucero

PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;

Resource: Understanding by Design Template,

Resource: PWCS Standards-Based Instructional Planning Process 08.05.11