

Grade 2 ELA GSEGPS

Framework Title: Grade 2 ELA Unit “Changes Over Time”

Grade Level: 2nd Grade

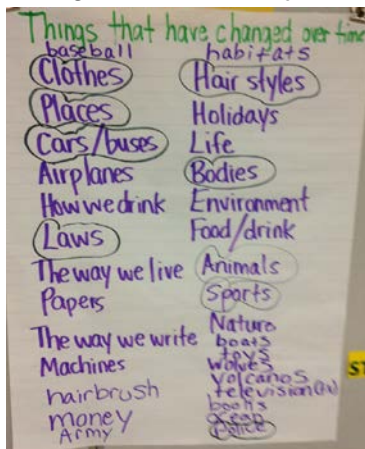
Course: ELA

Focus: Writing

Approximate Duration: 1 hour

Overview of the unit

This unit was started as a supplement to the Cobb County Unit “Changes Over Time” that provided a science connection to literary and informational reading standards. This supplemental unit was designed to support the social studies enduring understandings *time, change, and continuity*.



Students have been exposed to a variety of expert texts, videos, objects, and images that support their understanding that some things will change over time, while other things will stay the same. The reading instruction, concentrated in both literary and informational texts, that supported the interest of my students on certain topics like inventions, laws, sports, places, human body, and people that have changed over time. We also reinforced my classes’ understanding of these topics by the use of primary resources from the Library of Congress teacher resources (<http://www.loc.gov/teachers/>), and then we analyzed them using differentiated inquiry stations guided by the National Archives inquiry worksheets (<http://www.archives.gov/education/lessons/worksheets/index.html>)

Our writing goal during this unit was to create three final products: informational, narrative, and opinion pieces that demonstrated understanding of the theme. One of the culminating activities was to create a museum exhibit to present to other grade levels that exemplified a change over time. The following lessons will concentrate on opinion writing with a focus on assessment.

Lessons

Summative (Performance-based) Assessment

Opinion Writing

Students will create an opinion piece that introduces their opinion, supplies reasons that support their opinion, uses linking words, and provides a concluding statement.

Focus Standards

ELAGSE2W1: 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.

Supporting Standards

ELAGSE2W7: Participate in shared research and writing projects

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSESL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. 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).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ,

ELAGSE2SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELAGSE2L1a, f, g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

f. 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).

g. Creates documents with legible handwriting

ELAGSE2L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

Learning Targets

- I can write an opinion piece that introduces the topic to help engage the reader.
- I can state an opinion and supply reasons that support the opinion using text and media evidence.
- I can use linking words to connect opinion and reasons.
- I can provide a concluding statement or section.

Instruction

Opinion prompts

Prompt 1

After reading informational texts on inventions, write an opinion piece that shows:

- What invention has the most importance today? Use text evidence to support your opinion.
- What invention has made the most impact on our world? Why? Use text evidence to support your opinion.
- What is one invention you could not live without? Why? Use text evidence to support your opinion.

Prompt 2

After reading informational texts on segregation, child labor laws, women's right to vote, and slavery, write an opinion piece that answers the following questions:

- A long time ago children under the age of 10 were allowed to work, should children this age be allowed to work? Use text evidence to support your opinion.
- At what age do you think children should legally be allowed to work? Why? Use text evidence to support your opinion.
- What law has made the most significant change in United States' history? Why? Use text evidence to support your opinion.

Prompt 3

After reading about different presidents throughout history, write an opinion piece that answers one of the following:

- In your opinion, what qualities does a president need to be an amazing leader of our country? Explain your reasons in detail and provide text evidence.
- Who in your class would make a fantastic President of the United States? Why? Use text evidence to support your opinion.
- What changes would make Green Acres (or maybe America) a better place to go to school (live)? Why? Use text evidence to support your opinion.

Lesson 1: Building Rubrics

ELAGSE2W1: 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.

- Unpack the opinion writing standard.
- The teacher will refer back to the writing standard to prompt students to start discussion “what should a student do to meet this standard?”
- The teacher will ask students to turn and talk.
- The teacher will ask students to use hand signals when discussing.
- The teacher will open the discussion as she builds the opinion writing rubric.
- The teacher will go over the agreed steps to meet this standard.
- The teacher will open discussion “what should a student do to exceed this standard?”
- The teacher will ask students to use hand signals when discussing.
- The teacher will open the discussion as she adds the expectations to exceed the standard.
- The teacher will go over the agreed steps to exceed this standard
- The teacher will prompt children to use their new built rubric to self-assess where their writing is right now.
- The teacher will ask students to go back to their seat and continue working on their writing piece.

Worktime

Students will continue working on their chosen opinion prompt.

Closing

The teacher will pick an author and the students will review his/her work against the rubric using hand signals. The author will ask for comments, questions, and next steps.

Lesson 2: Peer review

Mini-Lesson

- Unpack the writing standard.
- The teacher will refer back to the anchor chart with a rubric built by the class in a previous lesson. Students can refer back to the rubric they built as the teacher discusses the expectations of the opinion piece.
- The teacher will read her previously written piece that answers the question one invention I could not live without and why.
- The teacher will ask students to grade her work using hand signals.
- The teacher will open the discussion on how she met or exceeded the standard, and what her next steps might be.

Worktime

Students will peer review their writing. Students will grade each other against the rubric and write commentary for their work.

After students receive next steps, the students will use their peers critique to edit/revise their work.

Closing

The teacher will pick an author and the students will review his/her work against the rubric using hand signals. The author will ask for comments, questions and next steps.

Differentiation

Sentence starters

Mix level ability peer group

Anchor charts with visual aids

Question Cues

Picture and media evidence- children who are non-readers will support their opinion with primary sources

Paper choice- penmanship paper for students who struggle with hand writing

Graphic organizer

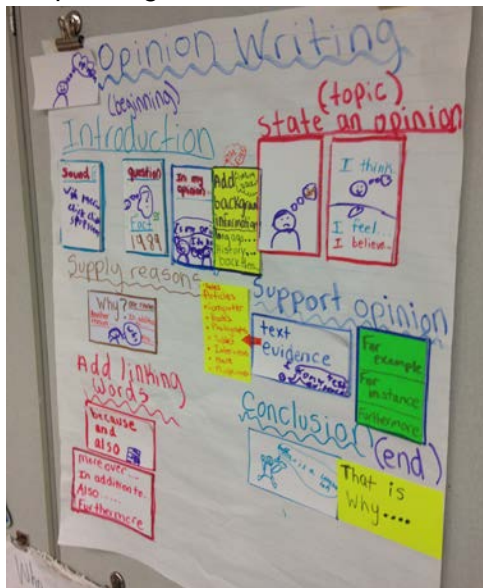


Figure 1 Example anchor chart- opinion writing

Acceleration

- Compare and contrast vocabulary chart on higher level (contrary to, similar to, unlike, even though)
- Counter opinion-comparing your opinion to someone else's who thinks differently from you
- High Vocabulary Scaffold around the room
- Choice Board for early finishers

Figure 2 Compare and Contrast

Figure 3 Synonym Wall

Figure 4 Choice Board



Guided Writing

Writing Seminar topic:

Lesson 1

1. Did I support my opinion using text evidence?

Lesson 2

2. How can I add a great ending to my work?

Resources

- *Writing The Teacher's Strategy Guide* by Steve Peha
- Copy to your computer browser

<http://edu.symbaloo.com/shared/AAAAB2sznjIAA42ARnBGqQ==>

These are the websites my class used during this unit. Developed by Cathleen Westall