Planning for a Rigorous Grade 2 Reading/Language Arts Lesson… **Week of:**

LANGUAGE ARTS Strand: Writing & Language

Genre: Text Types

Opinion
- ☐ state opinion
- ☐ supply reasons that support
- ☐ use linking words *(because ,and, also)* to connect reasons to opinion
- ☐ provide concluding statement

Informative/Expository
- ☐ name topic/subject
- ☐ use facts & definitions to develop points
- ☐ provide concluding statement

Narrative
- ☐ a well-elaborated event or short sequenced events
- ☐ details that describe action, feelings & thoughts
- ☐ temporal to signal event order
- ☐ provide sense of closure

Research:
- ☐ Shared Research/Writing
- ☐ Gather Info to Answer Questions

Process:

Prewrite/Plan:
Listing/clumping
Graphic Organizer or Sketch

Draft:
Use labeled diagrams to explain
Write what happened

Revise Based on Questions & Suggestions:
Add a better word
Add description
Add more information/details for elaboration
Reorder information

Edit:
- ☐ Grammar
- ☐ Conventions

Publish:
- ☐ Class or individual Book
- ☐ PowerPoint /Video
- ☐ Friendly letter
- ☐ Thank-you note

Targeted Skills:

Organizing
- ☐ Clump Details
- ☐ Sequencing (BME) Transitions-*progression /time/place*
- ☐ Topic sentence
- ☐ Introductory paragraph
- ☐ Writing related sentences
- ☐ Beginnings *(Exclamation, Onomatopoeia, Question) Introductory paragraph*
- ☐ Endings (Feeling/Reaction, Universal word, Question)

Composing/Literary Skills:
- ☐ Strong Verbs -
- ☐ Descriptive Attributes-color, #, size, age, shape
- ☐ Specificity-*use names for people & pets*
- ☐ Embedded definitions
- ☐ Comparing; *-er, -est , simile, it reminds me of*
- ☐ Alliteration , Rhyming, Onomatopoeia, Hyperbole
- ☐ Sentence Variation (**?,!,.**)
- ☐ Dialogue Tags
- ☐ Narrative-develop setting, character, plot

Language Standards

Grammar/Usage
- ☐ Plural regular nouns
- ☐ Collective nouns (group)
- ☐ Irregular plural nouns *(feet, children, teeth)*
- ☐ Proper Nouns -*holidays product names & geographic names*
- ☐ Possessive nouns
- ☐ Pronouns- *personal, possessive, reflexive, indefinite*
- ☐ Prepositions (during, beyond, toward)
- ☐ Composing & Expanding Simple & Compound Sentences
- ☐ Verb Tense
- ☐ Irregular verbs -*hid, sat*
- ☐ Frequently occurring adjectives & adverbs
- ☐ Frequently occurring conjunctions*(and, but, or, so, because)*

Conventions
- ☐ Uses lower case consistently
- ☐ Punctuation
  - ☐ Quotation marks
  - ☐ End marks
  - ☐ Commas-*dates, series, opening/closing of letters*
- ☐ Apostrophes *for possessives & contractions*

Capitalize:
- ☐ 1st word in sentence
- ☐ I
- ☐ Proper nouns-*holiday, product names, geographic names*

Spell
- ☐ Learned spelling patterns *(cage-badge; boy-boil)*
- ☐ High Frequency words

MENTOR TEXT(S) OR STIMULI

END PRODUCT:

WRITER'S WORKSHOP FORMAT

Teacher Models **Topic or Skill Thinking/Sketching-Planning/Talking**

Guided **(Students Think-Sketch/Plan-Talk): Think-**Pick a topic

Sketch/ Plan ideas/details of topic

Talk to partner about drawing or plan & about what their writing will say.

Independent Writing (teacher roams/conferences):

Sharing (Students):
Share writing
Tell what their partner wrote
Tell what skill they were working on
Give a thumbs up or compliment when they hear a target skill in their partner's writing

Teacher Models Topic or Skill:	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**
Guided (Students Think, Sketch, Talk):	**Guided (Students Think, Sketch, Talk):**	**Guided (Students Think, Sketch, Talk):**	**Guided (Students Think, Sketch, Talk):**	**Guided (Students Think, Sketch, Talk):**
Independent Writing	**Independent Writing**	**Independent Writing**	**Independent Writing**	**Independent Writing**
Sharing:	**Sharing**	**Sharing:**	**Sharing:**	**Sharing:**