|  |  |
| --- | --- |
| **Essential Understandings** | * Effective writers engage in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information. |
| **Essential**  **Questions** | * What are the behaviors that contribute to effective writing? * What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively? |
| **Essential Knowledge** | * Writing is developed and organized in a clear and coherent manner. * The writing process involves planning, revising, editing, rewriting, and publishing as well as collaboration. * Grade-level vocabulary, language conventions and mechanics contribute to proficient writing. |
| **Vocabulary/Content** | Revision, editing ,process, resource, tool, stamina, brainstorming, planning, , draft, organizer, publishing., feedback, genre, voice, topics, idea development, rubric, organization, sequencing, anchor papers, |
| **Essential**  **Skills** | * With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. * With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. * Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. * 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. * Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking. See Appendix:2 BWH |
| **Related**  **Maine Learning Results** | Writing—Grade Two  [W.2.5](http://www.corestandards.org/ELA-Literacy/W/2/5/) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  [W.2.6](http://www.corestandards.org/ELA-Literacy/W/2/6/) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  Speech and Language—Grade Two  [.SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  [.SL.2.1.A](http://www.corestandards.org/ELA-Literacy/SL/2/1/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).  [..SL.2.1.B](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others' talk in conversations by linking their comments to the remarks of others.  [.SL.2.1.C](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.  [.SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  [.SL.2.5](http://www.corestandards.org/ELA-Literacy/SL/2/5/) 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.  [.SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/) Produce complete sentences when appropriate to  Language—Grade Two  [..L.2.1](http://www.corestandards.org/ELA-Literacy/L/2/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Sample**  **Lessons**  **And**  **Activities** | Introduce the writing workshop model: Why we write, When we write,For whom we write  Introduce tools students use in writing:folder, binder, notebook etc.  Model sharing a piece of writing with others  Model how to give peer feedback “ Two stars and a wish” |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Checklists, conferences, conversations * Common writing rubric * Spelling assessments * Anchor Papers * Response journals * Journal review |
| **Sample**  **Resources** | [Read Anything Good Lately? (Millbrook Picture Books)](http://www.amazon.com/Anything-Lately-Millbrook-Picture-Books/dp/082256470X/ref=sr_1_1?s=books&ie=UTF8&qid=1399319016&sr=1-1&keywords=have+you+read+anything+good+lately%3F) by [Susan Allen](http://www.amazon.com/Susan-Allen/e/B001I9OKSU/ref=sr_ntt_srch_lnk_1?qid=1399319016&sr=1-1), Jane Lindaman and Vicky Enright (Sep 1, 2006  [Dory Story](http://www.amazon.com/Dory-Story-Jerry-Pallotta/dp/0881060763/ref=sr_1_1?s=books&ie=UTF8&qid=1399319092&sr=1-1&keywords=Dory+Story) by [Jerry Pallotta](http://www.amazon.com/Jerry-Pallotta/e/B001ILFKPK/ref=sr_ntt_srch_lnk_1?qid=1399319092&sr=1-1) (Feb 1, 2006)   * Publications:   [The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction](http://www.amazon.com/CAFE-Book-Engaging-Assessment-Instruction/dp/1571107282/ref=sr_1_1?s=books&ie=UTF8&qid=1399319146&sr=1-1&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref=sr_ntt_srch_lnk_1?qid=1399319145&sr=1-1) and Joan Moser (Apr 28, 2009)  [The Daily Five](http://www.amazon.com/Daily-Five-Gail-Boushey-ebook/dp/B001ROAK94/ref=sr_1_3?s=books&ie=UTF8&qid=1399319146&sr=1-3&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref=sr_ntt_srch_lnk_3?qid=1399319145&sr=1-3) and Joan Moser (Jan 1, 2006)   * Videos: |