|  |  |
| --- | --- |
| **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 writeIntroduce tools students use in writing:folder, binder, notebook etc. Model sharing a piece of writing with othersModel 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%3Dsr_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%3Dsr_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%3Dsr_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%3Dsr_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%3Dsr_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%3Dsr_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%3Dsr_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%3Dsr_ntt_srch_lnk_3?qid=1399319145&sr=1-3) and Joan Moser (Jan 1, 2006)* Videos:
 |