

2nd Grade Writing Example

Focus Standard(s) Clusters
Focus Standards • W.2.1 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. • W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • RI.2.8 Describe how reasons support specific points the author makes in a text. Supporting Standards • 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. • L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Research the Standards
• Reading Comprehension and Writing are cyclical. Students have to come back to it again and again and understand how skills and concepts are connected and build on each other. Part of the learning process is being clear about which scaffolds support learning at each level. • Keys for 2nd Revision ◦ Focuses on a topic ◦ Revises ◦ Edits • Many students need support with sentences, paragraphs, and other organization • Determining “Reasons that support the opinion” is difficult for many students and requires being able to draw connections between information and determine importance • Some learners think through their ideas better orally and may need support in productive writing • Students may need to learn it’s okay for people to disagree with them! “Your job is to support your thinking and to listen or read carefully to understand the reasons, evidence, and opinions of others. It’s not to agree with the teacher or your friends.” • This standard lends itself to projects that have an impact on the learner’s community. • Understanding how authors support points with reasons strengthens writing AND comprehension of what they read
Concepts to Unpack/Intellectualism
• reasons and evidence

- types of reasoning - statistics/facts, emotional appeal, authority of author(s) or source(s)
- justification/justify
- opinion and fact/statistics
- differentiate between facts and opinions
- revision and editing
- paragraph and grouping related ideas
- argument
- debate

Leverage Vertical Learning Progressions

Prerequisite Knowledge and Skills	Accelerated Knowledge and Skills
● simply introduce the topic or name the book they are writing about ● may only supply one reason for the opinion ● provide some sense of closure. ● learners receive more guidance and support from adults to plan, compose, and revise their work ● begin to respond to questions and suggestions from peers, as well as their own reflection, to add details to strengthen writing as needed ● simplify identify the reasons an author gives to support points in a text	● more opinions and arguments will focus on simple analysis of texts ● support a point of view with reasons ● create an organizational structure that connects multiple reasons ● use more specific linking words and phrases to connect reasons to opinions ● supporting a point of view with reasons. ● planning and revision become more of a focus in the writing process ● expectations for editing are increased (see L.3.1-3) ● Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) - developing their understanding of text structure and analyzing the relationship between support and evidence and the author's claim

Learning Intentions

Essential Question/Goal(s)	Big Ideas
● What makes a good argument? How would you win an argument with someone in your family? ● How does an author make sure their audience understands their opinion?	● Writers connect reasons and evidence to support opinions in writing that are appropriate to the audience and purpose. If we want someone to take our opinion or argument seriously we need good facts to back up what we are saying. ● The writing process is planning, drafting, editing and revising a piece for clarity and

How can we use drafting, feedback, and revision (from the writing process) in other areas of our learning?	cohesiveness. Writing is not a one step process. Writers revisit the paper and ideas many times before they publish to improve flow, descriptions, and check for mechanical errors. This is the same process for learning anything. You start with a goal, try it, and revise it and then move on. Writing is only finished when you decide it's ready for your audience. To publish a piece, we expect to go back and revise many times!	
The Learning Process		
Success Criteria-Learning Targets		
Surface Criteria I can...	Deep Criteria I can...	<u>Transfer Criteria</u> I can...
- define and describe important concepts and parts of opinion papers including: - Opinion - Topic - Introduction - Conclusion or concluding statement - Linking words - use a variety of linking words (e.g., because, and, so) to connect ideas. - list and define the phases of the writing process. - list and recognize the conventions of writing. (See L.2 all) - describe the editing process. - state my opinions on a topic. - use digital tools to create and improve my writing.	- independently write an opinion piece that includes an introduction, reasons with supporting details, and conclusion. - recognize and explain when facts are used as opinions. - recognize and explain when opinions are used as facts. - choose and justify reasons that support my opinion. - evaluate the quality of reasons, "Does this reason support the opinion/argument?" - choose appropriate linking words that connect my opinion and reasons. - explain the difference between revising and editing. - edit a little bit at a time throughout the writing process. - decide how to revise to make the writing clear,	Near Transfer - explain how others are using arguments/opinions to persuade me. (ie advertising) - pull from exemplars and mentor texts to revise my own writing. - edit a writing piece in any subject area by correcting conventions. - decide when it is time to revise or edit a piece. - provide feedback that improves my peers' writing. Far Transfer - revise <i>any</i> writing piece in any genre so the topic is clear, well-developed, and easy to understand. - justify and evaluate claims in other content areas (i.e. I agree with how Loan solved the problem because... I don't think (historical figure) was right because ...). - develop and share an opinion, supported by

	informative, descriptive, and convincing. ● determine when and how to edit for conventions (L2 & L3 all including plural nouns, matching verb tenses, etc.). ● determine which digital tools to use to create or improve my writing. ● analyze the suggestions given by peers and decide which feedback to apply.	reasons, about a topic that impacts you or your classmates.
Surface Learner Strategies	Deep Learner Strategies	Transfer Learner Strategies
● Jigsaw Method ● Integrating Prior Knowledge ● Summarization ● Mnemonics ● Direct Instruction ● Record Keeping ● Note-Taking ● Who, What, & How (process)?	● Organizing & Transforming Notes ● Identifying underlying similarities and differences ● Classroom Discussion ● Reciprocal Teaching ● Concept Mapping ● Metacognitive Strategy Instruction ● Self-Questioning ● Teacher Questioning ● Inquiry Based Teaching ● Simulations ● How? (relationships, choices, etc.) ● Why?	● Transforming Conceptual Knowledge ● Organizing Conceptual Knowledge ● Formal Discussions ● Problem Solving Teaching ● Reading & Synthesizing Across Documents ● Peer Tutoring ● Should, Where, When, to What Extent?
Brainstorm Formative Tasks		
Surface Tasks for New Learning	Impact Team Deep Tasks	Impact Team Transfer Tasks
● Guided analysis of exemplars ○ Labeling and defining parts of an opinion piece ○ Highlighting/annotating criteria ● Annotating opinion writing orally and in writing based on structure and relationships	● Comparing examples and nonexamples ● Writing an opinion paragraph that includes a reason and evidence to support it ● Writing opinion papers ● Revising non-examples or your own papers based on the success criteria	Near Transfer ● Revise and edit your own work ● Change the form of the writing (ie essay to speech, graphic organizer/notes to debate) ● Plan for and engage in a debate based on their writing project ● Provide feedback that improves a peer's writing

• Complete a simple graphic organizer to plan • Describing the types of reasons • Quizzes and proving learning for concepts	◦ Helpful to focus on one or two criteria at a time • Justify decisions about your writing during a writing conference • Annotate your own or a peer's writing using the success criteria • Revise to include a variety of quality reasons which are supported by reliable sources and connected to the opinion	Far Transfer • Write opinion papers across subject areas • Write an informational piece that supports your opinion/argument/claim • Write a narrative that uses characters' experiences to support your argument/opinion • Plan a project to apply your new skills of supporting opinions with reasons. (i.e. Take on an issue in school or the community (with teacher and/or family support) that impacts the class and co-create a plan to influence decision makers.)
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Self-Regulation of Core Habits of Learning

Academic Capacity	Emotional Capacity	Social Capacity
• Perseverance • Questioning & Problem Posing • Quality Communication • Thinking Interdependently • Metacognition • Thinking Flexibly • Other	• Self-Awareness • Empathy • Openness and Vulnerability • Patience • Humility • Compassion • Other	• Collaboration • Listening to Understand • Thinking Interdependently • Openness & Vulnerability • Patience • Precise Communication • Other

Resources & Strategies to Teach Standards

Resources	Page

Citation:

Opinion Writing Stoplight Rubric

Success Criteria I am working on improving my opinion writing.	I need help. 	I need more practice. 	I can help a friend. 
I started by introducing my topic or book.			
I stated an opinion clearly.			
I supplied reasons that support the opinion.			
I used linking words to connect the opinion and reasons. (e.g., because, and, also)			
I ended with a concluding statement or section.			
I strengthened my writing as needed by revising and editing.			

I am proud of

Next I want to work on

Year Long Conventions Stoplight Rubric

(Build together as you go, do NOT share this with students all at once)

Success Criteria I am working on writing clearly so my audience can read and understand what I am thinking.	 I need help.	 I need more practice.	 I can help a friend.
Capitalization			
I capitalize the first word of a sentence and the pronoun "I". (T he gift card is from J ane and I .)			
I capitalize proper nouns including holidays and the names of specific people, places, and products. (Y ou and D ana can spend the card at W almart in N ew Y ork or anywhere else. H appy V alentine's D ay!)			
I capitalize appropriate words in titles. (P eer P ower: U nite, L earn, and P rosper)			
Punctuation			
I use commas in addresses. (123 Digit Street, Apt. 4A, Numberton, NC 56789)			
I use commas in greetings and closings of letters. (Dear Class, Blah blah blah. Sincerely, Isaac)			
I can form and use contractions. (did not = did n't , she will = she' ll , will not = won't)			

I can form and use possessives. (teacher's books, dog's bone, etc.)			
Spelling			
I spell high-frequency words correctly. (because, friend, their)			
I spell suffixes correctly. (spilled, smiles, kindness, laughing)			
I use the spelling patterns and generalizations I have learned. ("i" before "e" except after "c" and when sounded as "a" as in neighbor and weigh - friend, receive; every syllable has a vowel)			
I use reference materials, such as my word wall, beginning dictionaries, and online searches as needed to check and correct spellings.			

I am proud of

Next I want to work on