

# GRADE 2 ENGLISH LANGUAGE ARTS: Year-long Writing Skills Unit

## Summary of Learning Opportunity

This is a year-long unit on developing writing skills and understanding through multiple opportunities to engage in encoding and decoding activities. The learning is woven throughout all we do in our classroom, but also has specific times where skills are taught, understanding is developed, and reflection occurs. Students were also given time for free writing and self-selected reading to support their literacy development.

Strategies used:

- Daily (30 minutes) of explicit phonics instruction using a systematic approach (UFLI)
- Practice with concepts taught through dictation of words and sentence (i.e., students hear the word, write it, then check it against sample)
- Free writing and self-selected book choice time (daily)
- Editing processes taught one-on-one or in small groups
- Encouraging and support in choosing and reading books that are "at their level"
- Targeted small-group pull out to build skills
- Whole-class lessons on craft (e.g., voice, opening sentences to hook your reader, etc.) and conventions (punctuation, spelling, handwriting)

<b>Curricular Competencies</b>	<b>English Language Arts 2</b>	<ul style="list-style-type: none"> <li>• Create stories and other texts to deepen awareness of self, family, and community</li> <li>• Plan and create a variety of communication forms for different purposes and audiences</li> <li>• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>• Story/text: elements of story, literary elements and devices</li> </ul>
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### Literacy and Numeracy Connections

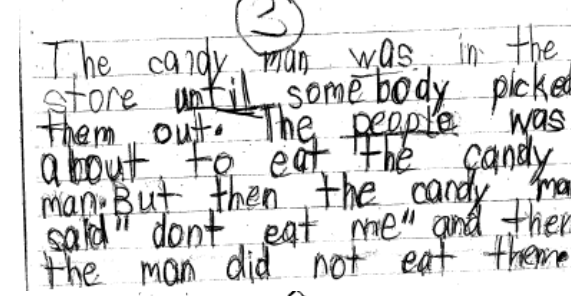
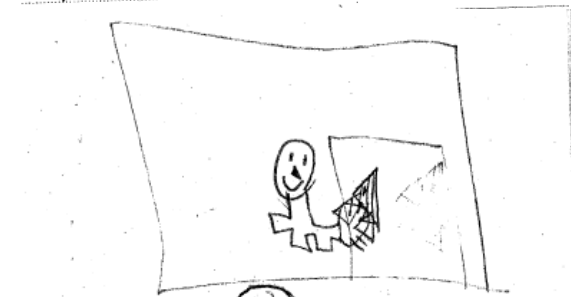
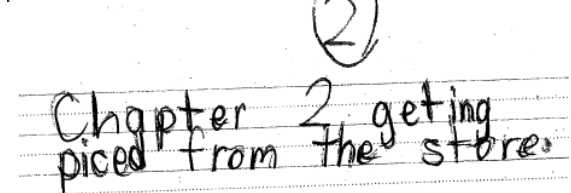
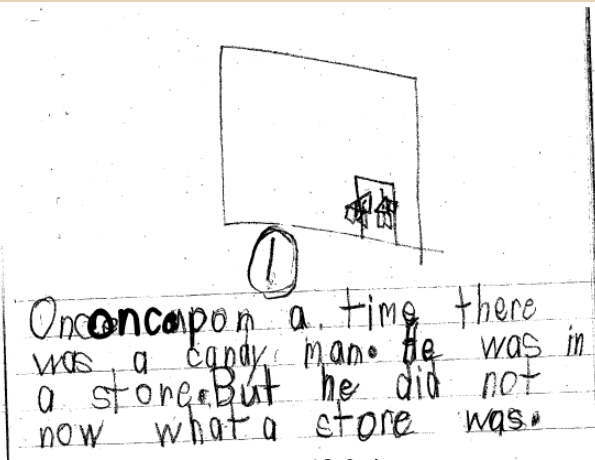
### Instruction and Assessment

### Competencies Developed, Practiced, and/or Assessed

<p>LITERACY: Develops ideas—Generates ideas</p> <p>LITERACY: Communicates ideas and information—Expresses ideas and information</p>	<p>→</p>	<p>In a task within this year-long writing unit, students created a story on a topic of their choice.</p> <p>The teacher used the Literacy aspects as “look fors” to focus their observations of student work. They used their observations to plan further lessons to help their students progress in their literacy critical thinking, in justifying and defending their decisions about the inclusion of certain story elements.</p>	<p>→</p>	<p>Create stories and other texts to deepen awareness of self, family, and community</p> <p>Plan and create a variety of communication forms for different purposes and audiences</p> <p>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p>
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## Proficient Student Work

## Teacher's Assessment and Reflection



This student was motivated to follow a similar story structure to those of authors we were studying. His story had a beginning, middle and end (conclusion), that is typical of basic story structures. Using the author's structure as a base supported the student in creating the story.

This student's story contained an element of suspense (e.g., was candy man going to be eaten?), which indicates the author's awareness of his audience. The student is proficient in their ability to create stories for different audiences. I was also able to assess their use of writing conventions.

### Teacher's Reflection and Further Connections

This learning opportunity reflected my beliefs that:

- \*Writing is our thoughts written down so that we can share them with others.

- \*Writing requires certain awareness/ understanding of how graphemes and sounds in language work. It rests also on a solid foundation of oral language.

- \*Learning the craft of writing is challenging for students in early elementary. It is imperative that they are exposed to many rich, high-quality texts so that they can be inspired by these authors and see the value in the work.

The students were engaged because of their ability to choose their topic, and happy to share their writing with me and the class.

The Literacy aspects supported me in making decisions about the sequence of teaching. A great next step for me is to help my students to move further into justifying and defending the decisions or ideas contained in their stories. This could be a discussion topic that I incorporate into my regularly-scheduled small-group meeting time.