Writing
Grade 2

Marking Period 1: Letter Writing

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This unit is comprised of revised and modified lessons from New Haven Public School's writing curriculum and significant task assessment based on the CCSS.
Week 1

This week is an introductory week to writing letters. Students will learn the parts of a letter and learn how to take a piece through the writing process. They will be able to write a statement and a question in their letter.

Resources needed: web TA, modified web TA, general web, cut & paste sample letter, TACS chart, CUPS chart, KWL chart, sticky notes, Someone Who Knows 1

Books (previously read): Alexander and the Terrible, Horrible, No Good, Very Bad Day, Leo the Late Bloomer, A Color of its Own
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 1   Focus: Introduction to letter format   Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Chart paper, markers, cut and paste outline, cut and paste pieces of letter, large version
of cut and paste letter, chart paper

Content & Language Objective(s):
SW discuss their experiences and knowledge of letters and then identify and label the
parts of a letter.

Key Vocabulary:
(letter) signature, greeting, body, closing, (date)

Frames:
The date of my birthday is__. My greeting is dear __. In my body I would write __. For a
closing I would say __. My job today as a writer is____.

HOTS:
Why do letters have a date? greeting? body? closing? signature?
What do you recommend or suggest to someone who is writing a letter?
What would happen if the person writing the letter forgot to write the signature?

Connections to Prior Knowledge/Provide Background Information:
SW will gather at the carpet as a whole group. We will be working writing letters for our
writing unit. By the end of the unit we will be able to write a letter to a character we know
and say at least 4 things in the letter. TW reference TACS anchor chart. We will be able
to tell them something, ask them something, connect to what they are feeling, and give a
supporting detail about our connection. Today we will start by discussing what we know
about letters and then identify and label the parts of a letter. (pause) SW turn and talk
about what they know about letters. SW then share out what they know about letter
writing. TW record ideas on the KWL chart. SW then turn and talk about what they want
to learn about letter writing. TW record ideas on KWL chart. TW introduce vocabulary
using the 7 step process.

• The first word we will be using is date. Say "date" 3 times pointing to the calendar. The date is the time at which an event occurs. The date is where we write the month, day and year. TW show a picture of the various ways to write the date. Turn and tell your partner the date of your birthday, use the words: The date of my birthday is__. SW turn & share birthday. "Date" is a noun, meaning it is a person, place or thing.

• The next word we will be using is greeting. Say "greeting" 3 times fast and wave. SW say word with teacher three times and do gesture. The "greeting" is to address a person. It is a way to say hello. When we use it in a letter we say "Dear __." Choose a person you would like to write a letter to and practice that greeting (i.e.: Dear Mom) with a partner. SW turn & share their greeting. There is another word "deer" but that is an animal (or) if you look at the word Dear you can see a smaller word, "ear."

• The next word we will be using is body. Say "body" 3 times pointing to your body. The body of a letter is the middle section where you say what you would like to say to the person you are writing to. Let’s say you wrote a letter to your mom or a friend, what would you put in the body of the letter? Turn and tell your partner what you would put in the body of a letter. Start off by saying: In the body of my letter I would write__. SW share their responses with a partner. Body is a noun: it is a person, place or thing.

• Another word we will be using as we write our letters is closing. Say closing three times closing your hands together. SW say word three times and do gesture. Closing means to bring to an end or conclusion. It means to wrap it up. How would you end your letter? Let’s make a quick list of the closings we can use in a letter. SW think of and share whole group ways to close a letter (i.e.: love, sincerely, from, your friend). The closing is also a noun.

• The last word we will be using to describe parts of a letter is signature. Say signature three times writing your name in the air. SW say word and do gesture. The definition of signature is the name of the person written by that person. It’s when you write your name at the end of the letter. If you were writing your letter to your mom or friend, how would you end your letter? Tell your partner and use the words "My signature is__." SW share response with a partner. Signature is also a noun and I can see the word nature in the word signature.

Once words have been introduced TW post on the word wall under the category "Friendly Letter Words" and the "Closings" list near the word wall or as another category on the word wall.

**Meaningful Activities:**
TW show Ss the large Lorax letter on chart paper. I have a letter here (pause, point to letter) we will read it and then we will label each part of the letter. T & SW read the letter whole group. TW display all the labels (date, greeting, body, closing, signature) on a board and take one at a time down. This says "date" where do you think this label belongs?
SW discuss where they think the label goes in small groups or pairs and TW listen in on student conversation to check for understanding. Yes (pause), the date belongs on the top (pause & point) right (pause & point) of the letter. This will be repeated until all the labels are gone. As time and comfort level allows T may choose S volunteers to come up and place label next to item on the letter. Today you will be getting your own letter and labels.

(Pause). You will need to cut out each part (pause & demonstrate cutting) and then glue (pause & show glue stick) the parts under (TW gesture) and next to (TW gesture) the labels. TW demonstrate cutting and pasting with one or two parts with a think aloud. I see Dear Lorax, hmm that sounds like how I would start a letter so that must be my greeting. I will cut it out and paste it in the box, under the word greeting. TW demonstrate how to cut and paste as she speaks. Please take out your scissors (pause & show), glue (pause & show), and a pencil (pause & show) for your name. Write your name on the top of the paper with the pencil. TW demonstrate by writing her own name. What is your job today as a writer? Ss will orally discuss their job and TW have a few students share their responses.

Off you go! Papers will be distributed and SW begin activity. TW walk around the room monitoring and checking for understanding, guiding when necessary.

Review & Assessment:
Cut & Paste with labeling parts of a letter.
Informal observation of student discussions and responses.

Wrap Up:
When Ss finish with activity they will take a sticky note and write one thing they learned about letters and post it on the KWL chart. Then they will come to the carpet whole group and will compare their letter with a partner. TW show the finished product & review each part of the letter. At this point TW ask questions based on language levels:
Point to the date. Point to the body.
Is this the greeting (pointing somewhere else)? (Point to the signature) Is this the greeting or the signature?
Why do letters have a greeting? Why do they have a signature?
What do you recommend or suggest to someone who is writing a letter? What would happen if the person writing the letter forgot to write the signature?
SIOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 2 Focus: Pre-write Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Leo the Late Bloomer, A Color of its Own, web outlines, review sheets, chart paper, marker, copies of the cover of each text, T chart for characters for each book, first lesson KWL chart, TACS chart

Content & Language Objective(s):
SW choose a familiar character from the two choices given and create a web of ideas to include in their letter.

Key Vocabulary:
web, pre-write

Frames:
I will write to __. One character is __. I think __. I wonder __? I did pre-writing by __. My job today as a writer is____.

HOTS:
Why do good writers pre-write? How is a web helpful to writers?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause & gesture) we learned about the parts of a letter (pause & gesture to anchor charts) and what a friendly letter looks like. Let's look at what you posted on our KWL chart yesterday. TW read post it's from previous lesson. The first step of the writing process is pre-writing. TW intro vocab using the 7 steps.
- Say pre-writing three times. Pre-writing is the preparatory work for a piece of writing. That means it is a way to outline or organize your writing. What are some ways you did pre-writing in first grade? Use the words, "Last year for pre-writing I__.“ SW share responses with their partners. The word pre-writing has the prefix pre-. Pre always means before. So before we write our actual letters we will pre-write our ideas onto a web.

Today you will be choosing a character that you would like to write to from Leo the Late Bloomer (pause & T holds up copy of text) or A Color of his Own (T holds of copy of
text). Turn and talk to your partner about what characters you could write to from *Leo the Late Bloomer*. SW share responses and TW write character names on the T-chart. Now turn and talk to your partner about what characters you could write to from *A Color of his Own*. SW share responses and TW will record responses on the T-chart. Before we can begin our letter we need to do the first step of the writing process, pre-writing and organize our ideas on a web (TW point to enlarged, chart paper web).

**Meaningful Activities:**
I have chosen (pause) to write to Alexander from the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (pause & T holds up a copy of the book). On my web (pause and point) I will write Alexander's name in the middle. This is the person I am going to write to. TW write the name Alexander in center circle. Now, yesterday I mentioned we would be writing 4 things in our letters. This week we are going to start with the first two. We will tell something and then ask something. Let me think about some things that I can tell Alexander (pause and make thinking gesture). Let's see, What do I know (pause and point to self) about Alexander...who can help me out? Student sample responses include: He had a bad day because he had gum in his hair, his brothers picked on him, he didn't get the shoes that he wanted....etc. and so he wanted to move to Australia. I have had really bad days too. I know how Alexander feels (pause). I am going to write in these circles (pause & gesture to circles) all of the things that I want to tell and ask him in my letter. I want to tell him that I have had a bad day too. In this circle (point to circle & pause) I am going to write that I had a bad day too. TW write in circle "I have had a bad day too." When I was having my bad day my alarm didn't go off and I was late to work. Ohh here is another idea I can share with Alexander (pause). Watch me (gesture to eyes) as I write (show marker) this detail down in another circle on my web. TW write idea in the next circle. I told Alexander at least one thing, now I need to ask him a question. I wonder why Alexander wanted to move to Australia and not somewhere else? This is another idea I can put down on my web. I will write this idea in another circle on my web. I have chosen a character (pause) and I have thought about what I wanted to say to him. Then I wrote one idea (gesture one & pause) in each circle. Now you will choose a character from *Leo the Late Bloomer* or *A Color of his Own*. Take a moment to choose a character from one of those books now, put your thumb up (pause & gesture) when you have decided on the character. TW give wait time until students indicate they have made a choice. Now take a few moments to think about what you would like to say to that character. Put your thumb up when you are ready to share. TW again wait until students indicate that they are ready. Now (pause) turn and talk to your partner about three ideas you will include on your web. TW monitor student discussions and guide conversations when necessary. TW choose a few students to share their ideas while encouraging clarification by other students when possible. *Let's see who knows what their job as writers is today.* TW choose students to restate the objective. *As you go back to your seats come and get a web.* Off you go! TW
will hand out blank webs as well as modified webs as needed based on students' needs. As students work, TW monitor and confer as necessary.

**Review & Assessment:**
Prewriting web, conferring, anecdotal notes

**Wrap Up:**
Find Someone Who Knows (pg.182 of the 99 Ideas and Activities book)
Ss are given a review sheet with three questions. They will circulate around the room to find help in answering the questions on the sheet. They will ask each other the questions and if the student knows the answer they will write their name next to that question. After Ss finish the TW facilitate a review of the answers.
SIOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 3  Focus: Draft  Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Leo the Late Bloomer, A
Color of His Own Previous day's teacher web and student webs, chart paper, marker

Content & Language Objective(s):
SW use their ideas from their web to draft a letter to their familiar character.

Key Vocabulary:
Draft

Frames:
Dear ___, You need to write the ___. A draft is helpful because ___. My job today as a
writer is _____.

HOTS:
Why do good writers pre-write? Why do you think good writers draft? What would happen
if you didn't draft? (Differentiated questions: Point to the web. Point to the draft. What
do you use to pre-write? What words can you use to write a letter?)

Connections to Prior Knowledge/Provide Background Information:
Yesterday we chose a character (pause) and created our webs (pause & gesture/show
web), remember, that was the first step of the writing process- pre-writing. Today we will
be using our webs to help us write a draft of our letters to your chosen character. The
second step of the writing process is drafting. TW introduce vocab using the 7 steps:

- Say the word draft three times. The word draft is a noun. A draft is a quick
  sketch, outline, or version from which a final work is produced. The draft is the
time where you can get all your ideas on the paper and not worry about spelling or
punctuation. Turn and talk to your partner about why writing a draft is helpful to
writers. Use the words, "Drafting is helpful for writers because ___." SW share
thoughts with partners. The word Draft is a closed syllable word.

Yesterday (pause and gesture) I chose to write to Alexander (pause & point to web
created yesterday). Today (pause) I will use my web (gesture & pause) to help me draft a
letter to Alexander. Watch (pause & gesture) and listen (pause & gesture) as I take my ideas on my web (pause) and make them into complete sentences (pause) on my draft. Turn & tell your partner what your job is today. SW turn and talk and TW listen in to check for understanding.

Meaningful Activities:
Let me look at the web (pause & point to web) I wrote yesterday and remind myself (gesture) of what I wrote. I am writing to Alexander (pause). I know this because Alexander is in the middle of my web (point to Alexander). TW then read aloud each idea in each circle. Let me think (pause & gesture) how do I start writing a friendly letter? Let me check the letter we did on the first day. TW point to and refer to the first letter from lesson 1. I wonder, what should I write first? TW wait for S response. Yes, the date. I will write the date on the top (gesture & pause), right (gesture & pause) corner. TW write date. Now what should go next? TW wait for S response. Yes, the greeting goes next. What word do I use to write the greeting? Look at the anchor chart to help. TW wait for S responses. Okay, Dear, I will start with "Dear" and the person I am writing to. So, "Dear Alexander," will go on the left (gesture & pause). TW write on draft. Now I need to take my ideas and make sure they are complete sentences. I am going to look at my first circle- it says, "I had a bad day too." I am going to use that sentence to begin my letter. I will write that under (gesture & pause) the greeting, "Dear Alexander," TW model writing and transferring ideas onto her draft while making some common errors (for the revision & editing steps to come). Notice that when I write my draft I am skipping lines. TW then model finishing writing the draft while thinking aloud reminding students: I am making sure I tell Alexander something and ask him a question. TW point to the T and A on TACS. Now I am ready to write my closing. Let me look at the list that we came up with on the first day. I think I will choose, "Sincerely." Remember, the closing goes after the body (pause & gesture) on the right (pause & gesture). TW write sincerely. Now what comes next? TW wait for S responses. Right, the signature. The signature will go under the closing (pause & gesture). TW sign name under closing. Now your job is to take your web (pause & gesture) and use those ideas to create your draft to the character you chose. Don't forget to skip lines. Turn & talk about what your job is today. TW waits & listens in to Ss conversation. What is your job as writers today? TW choose Ss to restate objective for the day. Go ahead and take out your web and begin drafting. SW go to seats and begin drafting using their web. TW confer with individuals & small groups as necessary. TW also give letter frames to those students who need it.

Review & Assessment:
Completion of first draft, conferring, anecdotal notes
Wrap Up:
SW write one thing they have learned on a sticky note and post it to the class KWL chart. SW come to the carpet and turn and tell their buddy about their draft. TW then pick three students to share their drafts.
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 4 Focus: Revise Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Leo the Late Bloomer, A Color of His Own, colored pencils, previous day's teacher student drafts, teacher draft with added in errors, revising chart/checklist

Content & Language Objective(s):
SW reread their drafts and add or take away words and sentences to ensure that their thoughts make sense.

Key Vocabulary:
Revise

Frames:
I can revise my writing by ___. My job today as a writer is_____.

HOTS:
Why is revising important? What could happen if writers don't revise their writing? How can you revise? (add words, take away words). Point to the revised letter. Point to where I made a revision.

Connections to Prior Knowledge/Provide Background Information:
Yesterday (gesture & pause) we used our webs that we did in pre-writing to help us draft our letter to the character we chose. I wrote my letter to Alexander yesterday. Today, (pause) we will be revising our letter. Revising is the next step in the writing process. (Pause & point to previous anchor charts). First we pre-write, then we draft, now we revise. TW introduce vocab using the 7 step process:
- Say revise three times. Revise is a verb. It means to look over again in order to correct or improve. When you revise your draft you are reading it over to make sure it makes sense. Use revise in a sentence: I can revise my writing by ___. SW share their sentences with a partner. The prefix "re" means to do again. When you revise you will read your draft again, and again, and again.

Meaningful Activities:
When we revise (pause) we are rereading our drafts to make sure the draft makes sense and we have included all our ideas. We can add ideas (pause & gesture) and we can take away ideas (pause & gesture). Or, writers can make ideas more clear (pause) so the reader can better understand (pause & gesture) what we are saying in the revision step. First (pause) I am going to read my letter to make sure my ideas are clear. That is the first thing I need to do on my revising checklist. TW point to & refer to revising checklist. The next thing I need to look for on my checklist is adding more details. TW read aloud the draft. Oh, I noticed that I wrote "I was late to work." I think I can make that better by adding more details. For example, I can write "I was late to work because my alarm didn't go off." I am going to use my colored marker to revise that part. TW model how to add in "because my alarm didn't go off" using a carrot or arrow for insertion. I am going to reread my draft to see how that sounds and to do the third thing on my checklist (point to revising checklist): take away unimportant information. TW reread draft with S help. I noticed when I was reading that the sentence "I went to Chuck E. Cheese's last week!" doesn't have anything to do (pause & gesture) with Alexander. Watch me as I cross out that sentence with my colored marker (show marker), you will be using your colored pencil to do this. TW model how to take away the sentence. I will reread my draft one more time (gesture) to make sure all of my ideas make sense. T & Ss will read the draft again. I think it makes sense now. Your job today is to reread your draft (pause) and add (gesture & pause) and take away (gesture & pause) ideas to make your writing better. What is your job today as writers? TW wait for S responses & correct or restate as necessary. Go ahead and take out your draft (point to draft) and your colored pencil (show pencil) and begin revising. Use the checklist to make sure you revise for all three things. TW point & review revising checklist. SW work individually while TW confer individually or in small groups as needed.

Review & Assessment:
Revised version of letter, conferring, anecdotal notes

Wrap Up:
When finished revising, SW write one more thing they have learned on a sticky note and post it to the class KWL chart. SW share out in small groups one thing they feel they did well and one thing they had to go back and revise in their letter.
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 5
Focus: Edit
Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Leo the Late Bloomer, A
Color of His Own, colored pencils, previous day's teacher and student revised drafts, CUPS
checklist anchor chart and student copies

Content & Language Objective(s):
SW reread their drafts and use CUPS as a checklist of items to edit within their letters

Key Vocabulary:
Edit

Frames:
Edit has ___ syllables. You can edit ___. My job today as a writer is_____.

HOTS:
Why do good writers edit their work? What do we need to do when editing our work?
What would you recommend to a writer who is editing their piece?

Connections to Prior Knowledge/Provide Background Information:
Yesterday we reread our drafts and revised them to make sure that they make sense and
have lots of details. Today we will reread those revised drafts again and then edit our
letters. TW introduce the word edit using 7 step process:

- Say the word "edit" three times. Edit means to correct and prepare for publication.
  That means that you will be looking for any mistakes and fixing them before you
  publish. Give me a thumbs up (gesture) if you can edit or thumbs down (gesture) if
  you cannot edit for the following items: Can you edit a letter? Can you edit a glass
  of water? Can you edit a poem? How many syllables does the word edit have?

Meaningful Activities:
When we edit we reread our draft again and look for mistakes. (pause) We can use our
CUPS to help us edit (pause & show anchor chart of CUPS). When we edit we look for
complete sentences (point), uppercase letters (point), punctuation (point), and sentences

(point). I am going to read my letter that I revised yesterday (pause) and check for complete sentences first. I will stop after each sentence and you give me a thumbs up and say the word "complete" if the sentence is complete or a thumbs down and say the words "not complete" if you think I need to stop and make the sentence complete. TW read letter pausing for S responses. Okay, I read my letter for complete sentences. Now I can circle "yes" on my checklist. TW point to checklist and circle yes. Now I'm going to read it again and check to make sure I have uppercase letters where they belong. Where do uppercase letters belong? TW wait for S responses: beginning of sentences & proper nouns. Watch as I reread and check to make sure I have uppercase letters. If I am missing an uppercase letter I will just write it in with my colored pencil. TW model editing for uppercase letters. I have finished editing uppercase letters. Now I can circle "yes" on my checklist. (point and circle) Now I will reread my draft and look for correct punctuation. As I read the draft aloud you will stop and give a thumbs up if I used the correct punctuation. You will give a thumbs down if I used the wrong punctuation, did not use punctuation or could make a better choice. TW read the letter aloud stopping at problem areas and allow students time to show their thumbs and model editing using the colored pencil. Now I can circle "yes" for punctuation. (point and circle) Last I will reread the draft and look for words that are spelled incorrectly. TW model rereading and stop at trouble words. TW model stretching words out to aid in spelling. If you come to a difficult word that you cannot spell, circle that word and check with a buddy or a teacher will help you during a conference. I don't know how to spell this word so I will circle it and then ask a buddy or a teacher later. TW model circling the unknown word for spelling. Now I can circle "yes" for spelling. TW point and circle on the checklist. TW hand out student copies of CUPS checklist. Your job as writers today is to reread your letter and edit it using the CUPS checklist. Turn and talk to your partner about what your job as writers is today. SW discuss what their job is and TW pick two or three students to share out. Off you go! TW conference with students individually and/or pull small groups based on student needs.

Review & Assessment:
Edited version of letter, conferring, anecdotal notes, completed CUPS checklist

Wrap Up:
SW come to the carpet and share one thing they did well in their writing and one thing they had to fix using the CUPS checklist with a buddy. Then TW will pick 3 Ss to share out.
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 6  
Focus: Publish  
Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,  
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Alexander and the Terrible, Horrible, No Good, Very Bad Day, Leo the Late Bloomer, A Color of His Own, publishing paper, revised & edited letters (teacher & student copies), 5 or 6 familiar books

Content & Language Objective(s):
SW use their edited and revised letter to publish their final letter.

Key Vocabulary:
Publish

Frames:
I notice ____. My job today as a writer is _____.

HOTS:
In your opinion what was most difficult about publishing?
Why is publishing an important step in the writing process?

Connections to Prior Knowledge/Provide Background Information:
This past week (pause and gesture) we have been taking our letter through the writing process. As T reviews steps of the writing process she will point to each anchor chart for appropriate step. We started by pre-writing (pause and point). In pre-writing we made a web and wrote our ideas down (pause and point). Then we took our ideas from the web and wrote a draft of the letter (pause and point). After that, we revised our letter and added and took away sentences. (pause and point) Finally, we edited our work and checked it using CUPS. (pause and point) Today we will be publishing our work. The final step of the writing process is to publish. TW introduce vocabulary using 7 step process:

- Say publish three times loudly. Publish means to produce a piece of work for distribution or for sale. When we publish a piece it needs to be perfect because that means it will be ready for other people to read it, like authors who sell their books. I will give a list of things that you can publish and cannot publish. Put your thumb up and say "can publish!" if it can be published or "cannot publish" if you
cannot publish it. TW hold up pictures of magazines, newspapers, books, pens, dog and SW respond accordingly. Publish is a verb, that means it is an action word or a doing word.

Meaningful Activities:
When we publish we need to make the piece perfect (pause) it is our final copy. We need to make sure we include all of our sentences we have added and any changes we have made to our uppercase letters, punctuation, and spelling. We are not going to copy the piece exactly as we have written it, meaning we are not going to write the piece with the lines crossing words out and the carrots written in. We are going to write it like authors write a book. What do you notice about the books you read? TW pass out a few familiar books to small groups. Turn and talk about it then we will share out. TW monitor and guide conversations as needed. Students responses included: There are no lines. There are capital letters and punctuation where they belong. I can read the book easily. The printing is neat. SW share out thoughts whole group. Today I will show you how to publish a piece. I will use my edited and revised letter (I am not going to write a new letter) to write my final copy, ready to be shared with everyone during our writers’ celebration. First I will write the date and then my greeting as neatly as possible (pause). I am going to take my time and make sure I do everything correctly the first time. TW model rewriting the date and greeting. Now, I’m going to put my finger where I am reading so it helps my eyes remember where I am. TW model how to write and check by pointing to the draft as she publishes. You will need your draft and a publishing paper. Tell your partner what your job as a writer is today. SW turn and talk then. Who can tell me what your job as writers is today? TW listen for student responses. Ok, off you go! TW monitor and confer with students in a small group or individually as needed.

Review & Assessment:
Published letter

Wrap Up:
SW write one thing they have learned on a sticky note and post it to the class KWL chart. SW come to carpet and then share out what they are finding easy about the publishing process and what is difficult with a buddy. Then TW pick a few students to share out whole group.

*Students may need multiple days to publish. Another wrap up should be revisiting the KWL chart and reading what Ss have learned and adding to "What we want to know" column.
Week 2

This week students will write letters to a familiar character from a book and take them through the writing process. They will be able to include a statement, question, and a connection to feelings.

Resources needed: web TAC, modified web TAC, general web, TACS chart, CUPS chart, KWL chart, sticky notes, Revising checklist, yellow crayons, Connection/Support Chart, colored pencils

Books (previously read): A Bad Case of the Stripes, Do Like Kyla, Officer Buckle and Gloria
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 7 Focus: Pre-write, connect Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
A Bad Case of the Stripes, Do Like Kyla, Officer Buckle and Gloria, chart paper, markers,
writing workshop notebook, TACS chart, connection frame/chart

Content & Language Objective(s):
SW write ideas for a letter explicitly writing a connection to the character's experiences
and/or feelings to their own experiences and/or feelings.

Key Vocabulary:
connection, experience

Frames:
I chose_______.
_____ (character) felt ____.
This reminds me of when I felt ___ because ____.
My job today as a writer is_____.

HOTS:
How did the characters feelings change in the story? What does this story remind you of
in your life?

Connections to Prior Knowledge/Provide Background Information:
Last week (pause and gesture) we started writing friendly letters to familiar characters.
We wrote a letter telling them something and asking them something. This week (pause) we
will choose different characters to write to. Now that we know how to write a friendly
letter we are going to focus on including a personal connection based on your own
experiences to our characters. That is the next part of TACS. TW refer to TACS poster.
A personal connection is when you are reminded of an experience, or something that
happened to you, that is similar to the character's experience. Good readers and writers
always try to connect to the character's feelings, not just their actions. (pause) Let's look
at the "Feelings" section on our word wall, what feeling words can we use to describe a
character? TW wait for S responses.

Meaningful Activities:

In *A Bad Case of Stripes* Camilla gets made fun of and it made her feel left out. This reminds me of when I felt left out because I was the last one picked for my kickball team. See how I connected my feelings (gesture to self) to Camilla’s feelings (gesture to book)? You will have two books which you can choose characters from for this week’s letter: *Do Like Kyla* and *Officer Buckle and Gloria*. Think about one of those books and how the character felt. TW give wait time for SS to think about task. Turn and tell your partner the character you chose and how that character felt. Use the frame: I chose ___ (character) and he/she felt ___. SW turn and talk about their choice while TW monitor and guide responses as necessary. Now that you have identified a character and feeling you need to connect it back (pause). Think about what this reminds you of and what was going on. Use the frame: This reminds me of when I felt ___ because ___. SW turn and talk about their choice while TW monitor and guide responses as necessary. As I prewrite today I am going to be sure to include at least one connection to the character in my web as well as telling the character something and asking the character something. Watch as I fill out my web for Camilla. Teacher models writing Camilla’s name in the center circle and adding the connection into one of the circles. Before you go off to write your web, you need to think about who you are going to write to and what you are going to say. Remember the TACS chart (point to anchor chart). Think for moment about the character you will write to, one thing you want to tell them, one thing you would like to ask them, and your connection to them. If you forget what to do look up at the chart (point to chart). Give me a thumbs up when you have thought through what you would like to write. SW think about what they are going to write. Now turn and talk to your partner about what you are going to write. SW turn and talk to partners while TW monitor and guide conversations as necessary. Who can tell me what your partner is going to write about? TW wait and pick students for responses. What is your job as writers for today? TW pick students to restate the objective. Off you go! TW hand out differentiated webs as needed confer with small groups or individually as needed.

Review & Assessment:

Prewriting Web, conferencing notes

Wrap Up:

SW come to the carpet and share out their ideas they have written on their web.
Lesson Plan

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 8  Focus: Draft, connect  Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Bad Case of Stripes, Do Like Kyla, Officer Buckle and Gloria, connection frame/chart

Content & Language Objective(s):
SW write a draft of the friendly letter to the character expressing a personal connection through their experiences and/or feelings.

Key Vocabulary:
draft

Frames:
A draft is_____.
You start a friendly letter by_____.
_____ (character) felt _____.
This reminds me of when I felt ___ because _____.
My job today as a writer is_____.

HOTS:
How did the characters feelings change in the story? What does this story remind you of in your life?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause and gesture) we chose a character (pause) and created our webs (pause & gesture/show web), remember, that was the first step of the writing process- pre-writing. Today (pause and gesture) we will be using our webs to help us write a draft of our letters to your chosen character (pause). Turn and remind your partner what a draft is. (TW monitor students understanding and then reiterate student thoughts) The draft is the time where you can get all your ideas on the paper and not worry about spelling or punctuation. Today (pause) I will use my web (gesture & pause) to help me draft a letter to Camilla. Watch (pause & gesture) and listen (pause & gesture) as I take my ideas on my web (pause) and make them into complete sentences (pause) on my draft. I am going to make
sure I do the first three things on my TACS poster. I will tell Camilla something, ask her something, and I will be sure I include my connection to a feeling in the letter.

Meaningful Activities:
Let me look at the web (pause & point to web) I wrote yesterday and remind myself (gesture) of what I wrote. I am writing to Camilla (pause & point to center circle). TW then read aloud each idea in each circle. Let me think (pause & gesture) how do I start writing a friendly letter? Why don’t you help me, where do I start? SW guide T through setting up and writing the draft. As Ss guide T in writing the draft she will remind them to take the ideas and make sure they are complete sentences. TW write and transfer the ideas onto her draft with student help while making some common errors (for the revision & editing steps to come). I used my idea in my tell circle, I used my idea in my ask circle. Now I need to write my idea from my connection circle. When I write my connection I am going to use my frame (point and read frame): __ felt __. This reminds me of when I felt __ because __. Now let me write my sentence. TW write sentence: Camilla felt left out. This reminds me of when I felt left out because I was always the last one picked for kickball. Notice that when I write my draft I am skipping lines. TW then model finishing writing the draft while thinking aloud. Now your job is to take your web (pause & gesture) and use those ideas to create your draft to the character you chose. You must include a connection in your letter this time. Turn & talk about what your job is today. TW waits & listens to Ss conversation. What is your job as a writer today? TW choose Ss to restate objective for the day. Go ahead and take out your web and begin drafting. Off you go! SW go to seats and begin drafting using their web. TW confer with individuals & small groups as necessary. TW also give letter frames to those students who need it.

Review & Assessment:
completed first draft, conferring notes

Wrap Up:
SW write one thing they have learned on a sticky note and post it to the class KWL chart. SW come to the carpet and TW pick three students to share their drafts.
SIOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 9 Focus: Revise, connect Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Bad Case of Stripes, Do Like Kyla, Officer Buckle and Gloria, yellow highlighters for each student (or yellow crayons)

Content & Language Objective(s):
SW reread their draft and identify their connection with a highlighter, then reread their draft to make sure their thoughts make sense, adding and taking away words/sentences as needed.

Key Vocabulary:
revise

Frames:
Revising is_______ . My job today as a writer is_____.

HOTS:
What are some other connections you can make to a text?
Why did the character you choose feel the way they did?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (gesture & pause) we used our webs that we did in pre-writing to help us draft our letter to the character we chose. I (gesture to self) wrote my letter to Camilla yesterday. Today, (pause) we will be revising our letter. Revising is the next step in the writing process. (Pause & point to previous anchor charts). First we pre-write, then we draft, now we revise. Turn to your partner and talk about what it means to revise. SW discuss what it means to revise with partner. TW monitor and guide conversations as needed. When Ss have finished conversing SW summarize ideas shared such as: When you revise your draft you are reading it over to make sure it makes sense.

Meaningful Activities:
I'm going to use my revising checklist to help me remember how to revise my letter. First (pause) I am going to read my letter to make sure my ideas are clear. That is first on the
checklist. TW read aloud the draft. Now, I need to read to see if I can add more details. TW read and SW decide if she can add more details to the letter. Now the third thing (T points to chart) is taking away unimportant information. TW read draft again with S help. SW decide if there is nonessential information that needs to be taken out. Now, the fourth thing I must add on to the revision checklist for our letter unit is checking our connection. Let me reread to see what I wrote for my connection. TW reread draft with S help. Oh, I noticed that I wrote “I have a dress just like you.” I remember yesterday we talked about connecting to feelings. I am not connecting to feelings. What are some ways that I can connect to Camilla’s feelings? Turn and talk with partner about how to help me make a better connection. SW discuss connections using the frame and TW monitor and guide discussion as needed. SW share out their thoughts and T & Ss will choose one to include in the draft. I am going to use my colored marker to revise that part. TW model how to add in a better connection using the colored marker. I am going to reread my draft to see how that sounds and if it makes sense. Yes it does make sense. Now I can underline my connection with my yellow marker. That way I know I have made my connection. TW reread draft with S help. SW discuss if there are any further revisions necessary and TW make the adjustments as needed. Your job today is to reread your draft (pause) and follow the revising checklist. T & SW read Revising Checklist. Make sure you have connected to the characters feelings. When you find that connection make sure you underline it with your yellow crayon. What is your job today as writers? TW wait for S responses & correct or restate as necessary. Go ahead and take out your draft (point to draft) and your colored pencil (show pencil) and crayon (show crayon) and begin revising. Off you go! SW work individually while TW confer individually or in small groups as needed.

Review & Assessment:
Revised letter, Conferences, anecdotal notes

Wrap Up:
Number 1-3 For Self-Assessment of Objectives (p. 179 in 99 Ideas & Activities): TW review the objectives from the beginning of class and students will then rate themselves 1, 2, or 3.
1: I didn’t (or can’t) meet (or do) the objective
2: I didn’t (or can’t) meet (or do) the objective, but I made progress toward meeting it.
3: I fully met (or can do) the objective.

SW share out what they needed to revise in their letters.
SIOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 10       Focus: Edit, connect
Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Bad Case of Stripes, Do Like Kyla, Officer Buckle and Gloria, 25 CUPS checklists front and
back, teacher’s revised draft, students’ drafts

Content & Language Objective(s):
SW reread their drafts and use CUPS as a checklist of items to edit their letters then
work with a partner to peer edit each other’s draft using the CUPS checklist.

Key Vocabulary:
complete, edit

Frames:
Editing is________. My job today as a writer is______.

HOTS:
Why is editing an important step in the writing process?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause and gesture) we reread our drafts and revised them to make sure that
they made sense. We also made sure we made a connection to the character’s feelings.
Today (pause) we will reread those revised drafts again and then edit our letters. What
does it mean to edit? SW discuss then share out ideas. What can we use to help us edit?
SW share out responses. When we edit we reread our draft again and look for mistakes.
We can use CUPS to help us edit (pause & show anchor chart of CUPS). When we edit we
look for complete sentences (point), uppercase letters (point), punctuation (point), and
spelling (point).

Meaningful Activities:
I am going to read my letter that I revised yesterday (pause) and check for complete
sentences first. I will stop after each sentence and you give me a thumbs up and say the
word “complete” if the sentence is complete or a thumbs down and say the words “not
complete” if you think I need to stop and make the sentence complete. TW read letter
pausing for S responses. Okay, I read my letter for complete sentences. Now I can circle "yes" on my checklist (point to checklist and circle yes). Now I'm going to read it again and check to make sure I have uppercase letters where they belong. Where do uppercase letters belong? TW wait for S responses: beginning of sentences & proper nouns. Watch as I reread and check to make sure I have uppercase letters. If I am missing an uppercase letter I will just write it in with my colored pencil. TW model editing for uppercase letters. I have finished editing uppercase letters. Now I can circle "yes" on my checklist. (point and circle) Now I will reread my draft and look for correct punctuation. As I read the draft aloud you will stop and give a thumbs up if I used the correct punctuation or if I can make the punctuation better. You will give a thumbs down if I used the wrong punctuation or if I did not use any punctuation at all. TW read the letter aloud stopping at problem areas and allow students time to show their thumbs and model editing using the colored pencil. Now I can circle "yes" for punctuation. (point and circle) Last I will reread the draft and look for words that are spelled incorrectly. TW model rereading and stop at trouble words. TW model stretching words out to aid in spelling. If you come to a difficult word that you cannot spell circle that word and check with a buddy or a teacher will help you during a conference. I don't know how to spell this word so I will circle it and then ask a buddy or a teacher later. Now I can circle "yes" for spelling. (point and circle). TW hand out student copies of CUPS checklist. Your job today is to reread your letter and edit it using the CUPS checklist. Turn and talk to your partner about what your job as a writer is today. SW discuss what their job is and TW pick two or three students to share out. Off you go! TW conference with students individually and/or pull small groups based on student needs.

Review & Assessment:
Edited version of letter

Wrap Up:
SW share with a partner one thing they did well and one thing they needed to fix using their CUPS checklist.
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 11  Focus: Publish, connect  Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Bad Case of Stripes, Do Like Kyla, Officer Buckle and Gloria, Publishing paper, T revised/edited letter to Camilla, S revised/edited letters

Content & Language Objective(s):
SW use their edited and revised letter to make a final letter.

Key Vocabulary:
publish

Frames:
I notice_____. My job today as a writer is_____.

HOTS:
What is important to remember when you publish?
Why do people publish their work?

Connections to Prior Knowledge/Provide Background Information:
This past week (pause and gesture) we have been taking our letter through the writing process. We started by pre-writing (point to anchor chart for each step). In pre-writing we made a web and wrote our ideas down. Then we took our ideas from the web and wrote a draft of the letter. After we revised our letter and added and took away sentences. Finally we edited our work and checked it using CUPS. Today we will be publishing our work. The final step of the writing process is to publish.

Meaningful Activities:
When we publish we need to make the piece perfect (pause) it is our final copy. We need to make sure we include all of our sentences we have added and any changes we have made to our uppercase letters, punctuation, and spelling. We are not going to copy the piece exactly as we have written it, meaning we are not going to write the piece with the lines crossing out and the carrots written in. We are going to write it like authors write a book. Today I will publish my letter to Camilla. I will use my edited and revised letter to write my final copy (I am not going to write a new letter), ready to be shared with everyone.
during our writers’ celebration. I am going to take my time and make sure I do everything correctly the first time. TW model rewriting the date and greeting. Now, I’m going to put my finger where I am reading so it helps my eyes remember where I am. TW model how to write and check by pointing to the draft as she publishes. You will need your draft and a publishing paper. Tell your partner what your job is today. SW turn and talk then share out. Who can tell me what your job as writers is today? TW listen for student responses. Ok, off you go! TW monitor and confer with students small group or individually as needed.

Review & Assessment:
Published letter

Wrap Up:
SW come to the carpet and share one thing they are finding easy in the publishing process and one thing they are have difficulties with.

*Students may need multiple days to publish. Another wrap up should be revisiting the KWL chart and reading what Ss have learned and adding to “What we want to know” column.
Week 3

This week students will write letters to a familiar character from a book and take them through the writing process. They will be able to include a statement, question, a connection, and support the connection with a detail from the story.

Resources needed: web TACS, modified web TACS, general web, TACS chart, CUPS chart, KWL chart, sticky notes, Revising checklist, Connection/Support Chart, Ask Someone Who Knows 2, yellow & pink crayons, colored pencils

Books (previously read): A Bad Case of the Stripes, Do Like Kyla, Officer Buckle and Gloria
SIOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 12 Focus: Pre-write, connect/support Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Strrega Nona, Frog & Toad, Froggy Learns to Swim, teacher and student webs, web outlines
(differentiated), connections frame/chart

Content & Language Objective(s):
SW write ideas on a web for a letter to a familiar character explicitly connecting to their
own experience and specifically citing one example from the text.

Key Vocabulary:
connection, experience

Frames:
A personal connection is __. This reminds me of __. I felt like __ because __. Just like
__when__. My job today as a writer is____. I chose __. He/she felt __.

HOTS:
How did the characters’ feelings change in the story?

Connections to Prior Knowledge/Provide Background Information:
We have been writing friendly letters to familiar characters. TW reference and point to
each part of TACS. We have learned how to write a letter that tells a character
something, asks a character something, and we share a connection with the character. This
week we will choose different characters to write to but now that we know how to write a
friendly letter we are going to focus on including details from the story to support our
connection, the final letter in TACS. Who can explain what a personal connection is? Turn
and talk about it with a partner and then we will share. TW allow time for students to
discuss with a partner and then share responses. Good readers and writers always try to
connect to the character’s feelings, not just their actions. They also always use details
from the story to support their connections.

Meaningful Activities:
Let me show you how to do a connection and support the connection with details from the story. In Strega Nona (hold up book) Big Anthony feels nervous because he knows he's going to get in trouble. TW show connection/support chart. First I am going to make a connection (pause). This reminds me of when I felt nervous...TW think and refer to connection chart. I felt nervous (point to chart) because my sister and I were jumping on the bed and we heard my mom coming up the stairs and knew we were in trouble. (Point to chart) Now I will use details from the story to support my connection (pause). (Point to chart) Just like Big Anthony when he couldn't stop the pasta from coming out of the pot and Sega Nona caught him not following her rules. I made a connection to feelings first (point to chart) by saying "This reminds me of when..." I am going to write that part in my connection circle. TW model writing down the thought: This reminds me of when I felt nervous because my sister and I were..." (Point to chart) Then I used a part from the story by saying "Just like__when__. "TW model writing down Just like Big Anthony when he couldn't stop the pasta from coming out... in the supporting detail circle. What will be the two ideas we need to include in our letters? SW respond whole group. When I want to say and write my connection what words can I use? SW respond & read sentence frame: "This reminds me of when I felt__because__". Now when I want to say and write my supporting detail from the story what words can I use? SW respond & read sentence frame: "Just like__when__".

You will have two books which you can choose characters from for this week’s letter: Froggy Learns to Swim (hold up text) and Frog and Toad (hold up text). When you write your letter you will still be using TACS (point to anchor chart). You will tell and ask something like we have been doing and now we will be connecting and supporting. Think about one of those books and how the character felt. TW give wait time for Ss to think about task. Turn and tell your partner the character you chose and how that character felt. Use the frame: I chose ___(character) and he/she felt ____. SW turn and talk about their choice while TW monitor and guide responses as necessary. Now that you have identified a character and feeling you need to connect it back (pause). Think about what this reminds you of and what was going on. Use the frame: This reminds me of when I felt ___because____. SW turn and talk about their choice while TW monitor and guide responses as necessary. You have chosen your character and made a connection to a feeling. Now, you need to support that connection with a detail from the story. To start your supporting details you will use the words "Just like__when__." Remember, I said, "Just like Big Anthony when he couldn't stop the pasta coming out of the pot." Take a moment to think about a supporting detail from the book you chose. Give a thumbs up when you are ready. SW think about task. Now turn and tell your partner what supporting detail you will use. Remember use the words, "just like__when__." SW turn and talk about their choice while TW monitor and guide responses as necessary. Now turn and tell your partner the whole connection and supporting detail. If you need a reminder look at the connection chart to help you. TW monitor and facilitate connections as necessary. Who would like to
share their connection and supporting details? TW pick two or three volunteers to share their responses. What is your job for today as writers? TW pick students to restate the objective. As you go to your seats please come and get your web to help you make a connection and include a supporting detail. Off you go! TW hand out differentiated webs as needed and confer with small groups or individually as needed.

Review & Assessment:
Informal observation, web, anecdotal notes

Wrap Up:
SW write one thing they have learned on a sticky note and post it to the class KWL chart.
SW come to carpet and share their ideas from pre-writing.
Number 1-3 For Self-Assessment of Objectives (p. 179 in 99 Ideas & Activities): TW review the objectives from the beginning of class and students will then rate themselves 1, 2, or 3.
1= I didn’t (or can’t) meet (or do) the objective
2= I didn’t (or can’t) meet (or do) the objective, but I made progress toward meeting it.
3= I fully met (or can do) the objective
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 13 Focus: Draft, connect/support Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Strrega Nona, Frog & Toad, Froggy Learns to Swim, TACS anchor chart, letter frames

Content & Language Objective(s):
SW write a draft of their friendly letter to the character using their web to include their
own experience to make a connection and one detail from the text.

Key Vocabulary:
draft, connect, support, details

Frames:
Good writers write drafts because__. My job today as a writer is___.
I noticed you felt __. This reminds me of when I felt __ because __. Just like
___when___.

HOTS:
Why do good writers write drafts? Is there anything you are going to differently now that
you have practiced writing a few drafts? Why?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause and gesture) we chose a character (pause) and created our webs (pause
& gesture/show web), remember, that was the first step of the writing process- pre-
writing. Today we will be using our webs to help us write a draft of our letters to your
chosen character. Why do good writers write drafts? TW monitor students understanding
while SW share out thoughts. Today (pause) I will use my web (gesture & pause) to help me
draft a letter to Big Anthony. This time when I write my letter I am going to include all of
TACS, and make sure I have my connection and support my connection with a part from
the story. Watch (pause & gesture) and listen (pause & gesture) as I take my ideas on my
web (pause) and make them into complete sentences (pause) on my draft.
Meaningful Activities:

Let me look at the web (pause & point to web). I wrote yesterday and remind myself (gesture) of what I wrote. I am writing to Big Anthony (pause & point to center circle). TW then read aloud each idea in each circle. Let me think (pause & gesture) how do I start writing a friendly letter? SW guide T through setting up and writing the draft. As Ss guide T in writing the draft she will remind them to take the ideas and make sure they are complete sentences. Don’t forget we always tell the character something and ask the character something. TW write and transfer the ideas onto her draft with student help while making some common errors (for the revision & editing steps to come). Now, I need to make sure I include my connection and the supporting detail from the story. Before I write my connection and details I’m going to say it out loud. TW reference web and connection chart as necessary. I’m going to look at the connection chart or my web to help me. To start saying my connection for my letter I will use the words, "I noticed you felt ___." So I will say "I noticed you felt nervous." Ok, now that I said it and it makes sense I will write that. TW write previous sentence on letter. Now we can use the next circle from our web to connect to the feeling. We will use the words: "This reminds me of when I felt ___ because ___." Now I will say, "This reminds me of when I felt nervous because my sister and I got caught jumping on the bed." Ok, that makes sense too so now I will write that next. TW write the sentence she said verbally. Next, we need to support our connection. We will use the words, "Just like__ when__." I will check my circle. TW read aloud support circle. T may need to explain we do not write the character’s name because we are writing to him so we use the word "you." I need to say "Just like when you got caught by Strega Nona and all of that pasta kept coming out of the pot." Ok, that makes sense. Now I will write that for my supporting detail. TW write sentence with S help. You can add in anything else you would like to tell the character after your connection and supporting detail. I would like to say, "I hope you learned your lesson." TW write thought. Now I will write my closing and signature. TW write closing & signature. Please, do not forget to skip lines. Your job is to take your web (pause & gesture) and use those ideas to create your draft to the character you chose. You must include all the parts of TACS, especially a connection and at least one supporting detail from the story in your letter this time. Turn & talk about what your job is today. TW waits & listens in to Ss conversation. What is your job as writers today? TW choose Ss to restate objective for the day. Go ahead and take out your web and begin drafting. Off you go! SW go to seats and begin drafting using their web. TW confer with individuals & small groups as necessary. TW also give letter frames to those students who need it.

Review & Assessment:
Informal observation, completed drafts, anecdotal notes

Wrap Up:
Ss will come back to the rug and Tw choose a few students to share their drafts.
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 14  Focus: Revise, connect/support  Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Strrega Nona, Frog & Toad, Froggy Learns to Swim, 25 yellow highlighters (or crayons),
revising checklist

Content & Language Objective(s):
SW reread draft and highlight connection then highlight text example then reread to
make sure their letter makes sense, fixing when necessary. SW then peer revise using a
checklist.

Key Vocabulary:
revise, connect, support

Frames:
Revising is important because____. My job today as a writer is____.

HOTS:
Why is revising an important step in the writing process?

Connections to Prior Knowledge/Provide Background Information:
I wrote my letter to Big Anthony yesterday. Today, (pause) we will be revising our letter.
Revising is the next step in the writing process. (Pause & point to previous anchor charts).
First we pre-write, then we draft, now we revise. Why is revising an important step in the
writing process. SW discuss why it is important to revise. TW monitor and guide
conversations as needed. When Ss have finished conversing SW summarize their
discussions.

Meaningful Activities:
Let me check my revising checklist for our letters. First (pause) I am going to read my
letter to make sure my ideas are clear. TW read aloud the draft. Next on the list is
seeing if I can add more detail. This would be a good time to reread and make sure I have
included a Tell, Ask, Connection, and Supporting detail. TW refer to anchor chart. Oh, I
noticed that I didn’t write a question to Big Anthony. What is a good question that I can
add in? SW respond and decide on a question to add in. I will take my colored marker and add that sentence in after my “telling” sentence. TW write in sentence. Next, I will read to see if I should take out unimportant information (point to chart). TW read & model if any parts should be taken out. Now next on my list (point to chart) is that I need to check my connection. I remember we talked about connecting to feelings, I need to make sure I have made a connection to feelings. TW reread draft. I did make a connection to feelings. I connected to being nervous. I am going to underline my connection in yellow (hold up yellow marker). Now, last on my checklist (point) is I am going to reread my draft and make sure I have a supporting detail that has to do with my connection. TW reread draft. Yes I have. This time I am going to underline my supporting detail in pink (hold up pink marker). TW model underlining the supporting detail. Now I am going to read my draft one more time to see if I can revise anything else. TW reread draft with S help. SW discuss if there are any further revisions necessary and TW make the adjustments as needed. 

Your job today is to reread your draft (pause), make sure it makes sense, and that you include a telling sentence, a question, a connection and supporting detail. When you read your draft make sure you underline your connection with your yellow crayon and your supporting detail with your pink crayon. What are you going to make sure you have included? TW point to TACS chart & SW respond. What is your job today as writers? TW wait for S responses & correct or restate as necessary. Go ahead and take out your draft (point to draft) and your colored pencil (show pencil) and begin revising. Off you go! SW work individually while TW confer individually or in small groups as needed.

Review & Assessment:
Revised draft, informal observation, anecdotal notes

Wrap Up:
TW distribute mini anchor charts for revising check list. When your carpet buddy comes to the carpet read your drafts one at a time. Check off each item as you read it in your draft. Then read the other buddy’s draft and check off each item as you read it in the draft. TW monitor and facilitate partner discussions as needed. SW come back whole group and reflect/share.
SIOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 15        Focus: Edit, connect/support        Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing,
W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build &
Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Strega Nona, Frog & Toad, Froggy Learns to Swim, 25 CUPS checklists (front and back)

Content & Language Objective(s):
SW reread their drafts and use CUPS as a checklist of items to edit their letters then
work with a partner to peer edit each other's draft using the CUPS checklist

Key Vocabulary:
Edit, connection, supporting detail

Frames:
Editing our work is important because_______. My job today as a writer is_____.

HOTS:
Why is it important to edit our work? What would happen if you did not edit your work?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause and gesture) we reread our drafts and revised them to make sure that
they made sense and that we include TACS. Today we will reread those revised drafts
again and then edit our letters. What does it mean to edit? SW discuss then share out
ideas. Why is it important to edit our work? SW share out responses. When we edit we
reread our draft again and look for mistakes. We use CUPS to help us edit (pause & show
anchor chart of CUPS). Today you will use CUPS yourself and then your partner will check
your draft for CUPS using the same checklist.

Meaningful Activities:
I am going to read my letter that I revised yesterday (pause) and check for complete
sentences first. I will stop after each sentence and you give me a thumbs up and say the
word "complete" if the sentence is complete, or a thumbs down and say the words "not
complete" if you think I need to stop and make the sentence complete. TW read letter
pausing for 5 responses. Okay, I read my letter for complete sentences. Now I can circle
"yes" on my checklist (Point to checklist and circle yes) Now I'm going to read it again and
check to make sure I have uppercase letters where they belong. Where do uppercase letters belong? TW wait for S responses: beginning of sentences & proper nouns. Watch as I reread and check to make sure I have uppercase letters. If I am missing an uppercase letter I will just write it in with my colored pencil. SW edit for uppercase letters. I have finished editing uppercase letters. Now I can circle “yes” on my checklist. (point and circle) Now I will reread my draft and look for correct punctuation. As I read the draft aloud you will stop and give a thumbs up if I used the correct punctuation or if I can make the punctuation better. You will give a thumbs down if I used the wrong punctuation or if I did not use any punctuation at all. TW read the letter aloud stopping at problem areas and allow students time to show their thumbs and model editing using the colored pencil. Now I can circle “yes” for punctuation. TW point and circle. Last I will reread the draft and look for words that are spelled incorrectly. TW model rereading and stop at trouble words. TW model stretching words out to aid in spelling. If you come to a difficult word that you cannot spell circle that word and check with a buddy or a teacher will help you during a conference. I don’t know how to spell this word so I will circle it and then ask a buddy or a teacher later. TW circle word. Now I can circle “yes” for spelling. (point and circle) TW hand out student copies of CUPS checklist. Your job today is to reread your letter and edit it using the CUPS checklist. Turn and talk to your partner about what your job as writers is today. SW discuss what their job is and TW pick two or three students to share out. Off you go! TW conference with students individually and/or pull small groups based on student needs.

Review & Assessment:
CUPS checklist, Edited draft, informal observation, anecdotal notes

Wrap Up:
When your carpet buddy comes to the carpet read your drafts one at a time. Check off each item in CUPS as you read it in your draft. Then read the other buddy’s draft and check off each item as you read it in the draft. TW monitor and facilitate partner discussions as needed. SW come back whole group and reflect/share.
SIOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 16  Focus: Publish, connect/support  Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Strega Nona, Frog & Toad, Froggy Learns to Swim, Publishing paper

Content & Language Objective(s):
SW use their edited and revised letter to publish their final letter.

Key Vocabulary:
publish

Frames:
My job today as a writer is_____.

HOTS:
Think about last week's publishing, what are going to do that is the same? What will you do differently or be more careful of?

Connections to Prior Knowledge/Provide Background Information:
This past week we have been taking our letter through the writing process. We started by pre-writing. In pre-writing we made a web and wrote our ideas down. Then we took our ideas from the web and wrote a draft of the letter. After that, we revised our letter using TACS. Finally we edited our work and checked it using CUPS. Today we will be publishing our work. The final step of the writing process is to publish.

Meaningful Activities:
When we publish we need to make the piece perfect (pause) it is our final copy. We need to make sure we include all of our sentences we have added and any changes we have made to our uppercase letters, punctuation, and spelling. We are not going to copy the piece exactly as we have written it, meaning we are not going to write the piece with the lines crossing out and the carrots written in. We are going to write it like authors write a book. Today I will publish my letter to Big Anthony. I will use my edited and revised letter (I am not going to write a new letter) to write my final copy, ready to be shared with everyone during our writers’ celebration. I am going to take my time and make sure I do everything
correctly the first time. TW model rewriting the date and greeting. Now, I'm going to put my finger where I am reading so it helps my eyes remember where I am. TW model how to write and check by pointing to the draft as she publishes. You will need your draft and a publishing paper. Tell your partner what your job is today. SW turn and talk then share out. Who can tell me what your job as writers is today? TW listen for student responses. Ok, off you go! TW monitor and confer with students small group or individually as needed.

Review & Assessment:
Published letters, anecdotal notes, informal observation.

Wrap Up:
Find Someone Who Knows (pg.182 of the 99 Ideas and Activities book)
Ss are given a review sheet with three questions. They will circulate around the room to find help in answering the questions on the sheet. They will ask each other the questions and if the student knows the answer they will write their name next to that question. After Ss finish the TW facilitate a review of the answers.

*Students may need multiple days to publish. Another wrap up should be revisiting the KWL chart and reading what Ss have learned and adding to "What we want to know" column.
Significant Task

This week students will independently write, and take thorough the writing process, letters to a familiar character from a book and take them through the writing process. They will be able to include a statement, question, a connection, and support the connection with a detail from the story.

Resources Needed: web TACS, modified web TACS, general web, TACS chart, CUPS chart, KWL chart, sticky notes, Revising checklist, Connection/Support Chart, yellow & pink crayons, colored pencils

Books (previously read): Arthur’s Birthday, First Day Jitters, Mr. Peabody’s Apples
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: Letter Writing, 17 Focus: Significant Task Grade: 2nd Grade

Common Core:
W.2.1-Strand: Text Types & Purposes, W.2.5-Strand: Production & distribution of writing, W.2.6-Strand: Production and distribution of writing, W.2.7-Strand: research to Build & Present Knowledge, W.2.8-Strand: Research to Build & Present Knowledge

Visuals & Resources:
Arthur's Birthday, First Day Jitters, Mr. Peabody's Apples, anchor charts from previous weeks, revising checklist, CUPS checklist, revising & editing pencils, yellow & pink crayons, publishing paper, writer's workshop notebooks & folders, webs

Content & Language Objective(s):
SW independently write a letter to a familiar character of their choice explicitly making a personal connection to their own experience and specifically citing at least one detail from the text in their letter. They will take the letter through the writing process to complete the significant task for the end of the marking period.

Key Vocabulary:
writing process, pre-write, web, draft, revise, edit, publish, date, greeting, body, closing, signature, connection, supporting detail

Frames:
TW have previously used frames posted for reference. TW also provide differentiated webs and letter frames based on student needs.

HOTS:
What did you notice as you took your piece through the writing process? What was easier or harder compared to the first week we started doing letters? What would you suggest to a friend before they started if they were doing this same project? (Differentiated questions: Point to your web. Is this a draft or a published piece? Was this more difficult or more easy compared to the first letter you wrote?)

Meaningful Activities:
TW choose one of the previous week's letters she wrote to model as a guide for this week. Each day she will review the step the students should be on with the web or letter for the significant task. Then will confer with students in small groups or individually as necessary as well as providing modified materials for those students who are in need of it.

Review & Assessment:
Published letters, KWL chart, CUPS check list, Revising checklist, informal observation, conferences

Wrap Up:
As students publish over the course of a few days Ss and T should revisit their KWL chart. Adding to the columns and reading the sticky notes that have been posted throughout the unit. When students have finished the pieces they will share their letters in a publishing party or author’s celebration. Students may write invitations to parents and/or other faculty they would like to invite. SW create a list of compliments they can give their fellow writers on the day of the publishing party.
New Haven Public Schools

Writing Performance Task: Argument (opinion)

Grade 2 - Marking Period 1

Performance Task for Writing

Focus Common Core Standard

Writing workshop behaviors, skills, and expectations to model, guide and support toward independence:

Students write letters to a familiar character with a purpose.

The performance task for Marking Period 1 is to write a letter to a familiar character. By the end of Period I, students must add their opinions with supportive reasons.

Example from NH Writing Curriculum: Marking Period 1, Lesson 3: "Letter with a purpose" similarity or difference?

New Haven Public Schools

Grade 2 - Marking Period 1

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New Haven Public Schools

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New Haven Public Schools

Grade 2 - Marking Period 1

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New Haven Public Schools

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Example from NH Writing Curriculum: Marking Period 1, Lesson 3: "Letter with a purpose" similarity or difference?
| Images | Rhythm | Projects to use
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<td><em>Images clarify the important ideas and concepts.</em></td>
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<td><em>Sentences have texture and detail.</em></td>
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<td><em>Sentence structure, sentence variety, and sentence effect.</em></td>
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<th>Providence of Sentence</th>
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<td><strong>Written Language</strong></td>
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<td><strong>Word Knowledge</strong></td>
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<td><strong>Conventions</strong></td>
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<td><strong>Organization</strong></td>
<td>developed</td>
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<td><strong>Presentation</strong></td>
<td>developed</td>
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<td><strong>Total Score</strong></td>
<td>5</td>
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- The writer uses clear, concise sentences with appropriate vocabulary and grammar.
- The writer follows a logical progression of ideas and uses sensory details to engage the reader.
- The writer demonstrates understanding of basic punctuation, capitalization, and spelling.
- The writer shows evidence of planning and drafting through rough drafts and revisions.
- The writer presents their ideas in a visually appealing manner, including the use of illustrations and images.
- The reader receives a clear message that is easy to follow.
APPENDIX
CUPS Checklist

I have Complete sentences. Yes No
The dog is black. The dog black.

I have Uppercase letters. Yes No
Dear Alexander, dear-alexander

I have correct Punctuation. Yes No
I was late. I was late?

I have correct Spelling. Yes No
was wuz
Revising Checklist

____ Clear ideas

____ Add details

____ Take away unimportant information

____ Connection to feelings

____ Supporting details
T.A.C.S

Tell something

Ask something

Connect

Supporting details

Connections & Support

I noticed you felt ......

- Happy
- Sad
- Angry
- Nervous
- Scared
- Frustrated

**FIRST**...make your connection!

I noticed you felt ____________.

This reminds me of when I felt ____________ because ____________.

**THEN**...give it a supporting detail from the story!

Just like ____________________________________________________________________.
kept on trying until the problem was solved.
I mean to each other and they didn't listen to me. Just like you, I
felt frustrated too when I told my friends to stop being
once for not to cut down the Truffula trees and he did it anyway.
Once I've been frustrated when you told the
I think that you were very brave to stand up to the

Mrs. Lorraine

April 1, 2012

Dear Lorax,

Sincerely,
Dear ________________,

____________________________________

____________________________________

____________________________________

____________________________________

From,

_________________________

Dear ____________.

I think ____________________________________________

__________________________________________________

I feel ______________________________________________

__________________________________________________

I wonder __________________________________________

__________________________________________________

From, ____________________________
Querido ___________,

_______________

_______________

_______________

_______________

_______________

Sinceramente,

_______________

Querid____________________,

Yo pienso______________________________

Yo siento_______________________________

Me pregunto_____________________________

Sinceramente,

__________________________

Find Someone Who Knows

1. What 2 things go after the body of a letter? __________

2. Why is the greeting important? _________

3. What goes in the body of a letter? _____

4. Name 2 closings for a letter. ___________

5. Where does the date go? ______________

Used in Lesson 2.

Character: Alexander

Maybe the cat will sleep with you tomorrow.

I had a bad day too.

Why did you want to go to Australia?
Personaje:

Yo pienso:

Yo siento:

Me pregunta:

Fecha: __________________________

Nombre: ________________________
April 1, 2012

Dear Alexander,

Wow! You had one really bad day. I have had bad days too. Why do you want to move to Australia? I went to Chuck E. Cheese's last week! I hope you don't have another bad day. Maybe the cat will want to sleep with you tomorrow night.

Sincerely,

Teacher model for lesson 4

April 1, 2012

Dear Alexander,

Wow! You had one really bad day. I have had bad days too. Once I was late to work because my alarm didn’t go off. Why do you want to move to Australia? I hope you don’t have another bad day. Maybe the cat will want to sleep with you tomorrow night.

Sincerely,

[Signature]
I noticed you felt

This

Because

I wonder

I think

Character:

Date:

Name:
Porque

Estaré recordado cuando me sienta

Me di cuenta de que sentías

¿Me preguntas?

Yo pienso

Fecha:

Nombre:
April 1, 2012

Dear Camilla,

I'm glad you are eating lima beans again. They are good for you. I noticed you felt left out. I felt left out too. I like your dress. Do you like any other vegetables besides lima beans?

Sincerely,

______________________________

Teacher model for lesson 9

April 1, 2012

Dear Camilla,

I am glad you are eating lima beans again. They are good for you. I noticed that you felt left out. This reminds me of when I felt left out because I was the last person to be picked for my kickball team. Do you like any other vegetables besides lima beans?

Sincerely,

________________________

Teacher model for lesson 11

Character:

I noticed you felt ___________ because ___________.

This reminds me of when I felt ___________ because ___________.

I think ___________.

I wonder ___________.

Just like when ___________.
April 1, 2012

Dear Big Anthony,

You must have felt really full after eating all that pasta I noticed that you felt nervous. This reminds me of when I felt nervous too because my sister and I got caught jumping on the bed. Just like when you got caught my Strega Nona and all that pasta kept coming out of the pot! I hope you learned your lesson.

Sincerely,

Teacher model for lesson 14

April 1, 2012

Dear Big Anthony,

You must have felt really full after eating all that pasta! Why didn’t you listen to Strega Nona? I noticed that you felt nervous. This reminds me of when I felt nervous too because my sister and I got caught jumping on the bed. Just like when you got caught my Strega Nona and all that pasta kept coming out of the pot! I hope you learned your lesson.

Sincerely,

___________________________
Find Someone Who Knows

1. What are the steps of the writing process? __________

2. What is TACS? __________

3. What is CUPS? _____

4. What do good readers and writers connect to? __________

5. What do you do if you don’t know how to spell a word? __________

Used in Lesson 16.