2-3 Monthly Writing Instructional Guide

In addition to daily instruction with complex text sets, focusing on the three clusters of reading standards, teachers should consider the following pacing guide when designing ELA lessons. Each unit/text pairing should provide daily/weekly opportunity to work in all three clusters of reading standards through text marking, discussion, writing, and other response modes.

August-September

For review and practice:

- display informative/explanatory benchmark
- color-code and label essential essay parts
- define main idea, evidence, and elaboration (display posters)
- display main idea as a reader information
  - introduce informational text including paragraphs, articles, and essays
  - introduce graphic organizer template
- display main idea as a writer information
  - sort familiar content
  - plan essays to prompts/images
- establish homework routine for ELA
- Introductions; 2 styles for 2nd grade, 3 styles for 3rd grade
- teach effective use of transitions
- display previous mentor sentence work
- introduce writing frames

Goals for 2-3:
(2nd grade with prompting and support; 3rd grade independently)

Students will

- define main idea, evidence, and elaboration
- write a controlling idea to a prompt
- sort details to plan an essay
- mimic selected introduction patterns
- use two transitional words/phrases correctly
- apply two mentor sentence structures orally

October

Teach the following

- Mini-prompts, requiring synthesis across a text set
- ONE paraphrasing strategy: trimming
- ONE elaborative technique
- ONE new mentor sentence (2nd grade) structure based on the language standards and TWO new mentor sentence structures (3rd grade)
- Introduction Patterns (2nd grade, teach 2) (3rd grade, teach 3)
- ONE new linking word/phrase
- read articles to determine an author's missed writing opportunity
- sort details to plan essays
- Administer a progress monitoring essay assessment

Goals for 2-3:
(2nd grade with prompting and support; 3rd grade independently)

Students will

- synthesize evidence from two texts to create their own paragraph in response to a mini-prompt
- trim chunks of text to provide strong, concise relevant evidence
- use one elaborative technique effectively
- use introduction patterns effectively (1 for 2nd) (2 for 3rd)
- use one to two mentor sentence structures effectively

November

Continue to teach the following:

- multiple paragraph synthesis/mini-prompts
- ONE *new* linking word/phrase for evidence
- ONE *new* elaborative technique
- ONE *new* mentor sentence structure based on the language standards
- Introduction Patterns (2 for 2nd, 3 for 3rd)
- Essay planning, using content-based sorts

Additionally, focus all instruction on complex text sets with an FSA-style prompt. Plan to model and release 2 full essays through *guided instruction.*

Literacy Centers - Continue to emphasize previously-taught strategies in literacy centers

For struggling students, continue to use mini-prompt lessons to target specific weaknesses in writing.

- administer a progress monitoring essay assessment

Goals for 2-3:
(2nd grade with prompting and support; 3rd grade independently)

Students will

- synthesize evidence from a text set to create an original paragraph in response to a writing prompt

The paragraph will include

- an original main idea
- relevant, paraphrased evidence
- analysis-elaboration

Students will

- Complete a content-based sort, planning an essay independently

Students should OWN the following skills

- usage of 2-3 mentor sentence structures
- usage of introduction styles (2 for 2nd, 3 for 3rd)
- usage of 2 elaborative techniques
- usage of 2-3 linking words/phrases to organize paragraphs/ credit sources

Core Connections
Where Writing and Reading Meet

2-3 Monthly Writing Instructional Guide

December

Continue to teach the following:

- Analyze students' writing to determine re-teaching opportunities for introductions, conclusions, linking words and phrases, sentence structures, integration of evidence, and elaborative techniques
- Use color coding and re-teaching templates to determine weaknesses in writing and revise as needed.
- content-based sorts to plan essays

Focus all direct instruction to complex text sets with an FSA-style prompt. Plan to complete and re-teach 1-2 full essays using the two week cycle

Literacy Centers - Continue to emphasize previously taught strategies in literacy centers

To address specific needs, utilize small group instruction to target specific areas in need of improvement or enrichment.

Goals for 2-3:
(2nd grade with prompting and support; 3rd grade independently)

Students will write essays including

- a satisfying introduction with an original controlling idea
- two body paragraphs with
  - specific, original main ideas
  - relevant evidence
  - analysis-elaboration using 1-2 techniques
- a satisfying conclusion re-claiming the focus of the essay
- Student will revise and edit their own writing.

Students should OWN the following skills:

- usage of 2-3 mentor sentence structures
- usage of 2-3 introduction styles
- usage of 2 elaborative techniques
- usage of 2-3 linking words/phrases to organize paragraphs/ credit sources

January

Continue to teach the following:

- Introduction Pattern (3rd)
- Elaborative Technique (3rd)
- Analyze students' writing to determine re-teaching opportunities for introductions, conclusions, linking words and phrases, sentence structures, integration of evidence, and elaborative techniques
- Use color coding and re-teaching templates to determine weaknesses in writing and revise as needed.
- Content- based sorts to plan essay

Focus all direct instruction to complex text sets with an FSA-style prompt. Plan to complete and re-teach 2-3 full essays, using the two week cycle.

Literacy Centers - Continue to emphasize previously taught strategies in literacy centers
January may be a good time to use the elaboration quizzes in 2nd grade.

To address specific needs, utilize small group instruction to target specific areas in need of improvement or enrichment.

Goals for 2-3:
(2nd grade with prompting and support; 3rd grade independently)

Students will write essays including

- a satisfying introduction with an clear controlling idea
- two body paragraphs with
  - specific, original main ideas
  - relevant evidence, including credit to sources
  - analysis-elaboration using 2-3 techniques
- a satisfying conclusion re-claiming the focus of the essay
- Student will revise and edit their own writing.

Students should OWN the following skills:

- usage of 2-3 mentor sentence structures
- usage of 2-3 introduction styles
- usage of 2-3 elaborative techniques
- usage of 2-3 linking words/phrases to organize paragraphs

February	

Continue to teach the following:
• Analyze students' writing to determine re-teaching opportunities for introductions, conclusions, linking words and phrases, sentence structures, integration of evidence, and elaborative techniques
 	
• Use color coding and re-teaching templates to determine weaknesses in writing and revise as needed.
 	
Focus all direct instruction to complex text sets with an FSA-style prompt. Plan to complete and re-teach 3-4 full essays, using the two week cycle.
 	
Literacy Centers - Continue to emphasize previously taught strategies in literacy centers
 	
To address specific needs, utilize small group instruction to target specific areas in need of improvement or enrichment.
 	
This may be a good time to use "What's Missing?" with 2nd graders.
	Goals for 2-3:
	(2nd grade with prompting and support; 3rd grade independently)
	
	Students will write essays including
	• a satisfying introduction with a clear controlling idea
	• two body paragraphs with
	  • specific, original main ideas
	  • relevant, synthesized evidence, crediting sources
	  • analysis-elaboration using 2-3 techniques
	• a satisfying conclusion re-claiming the focus of the essay
	
	• Student will revise and edit their own writing.
	
	Students should OWN the following skills:
	• usage of 2-3 mentor sentence structures
	• usage of 2-3 introduction styles
	• usage of 2-3 elaborative techniques
	• usage of 2-3 linking words/phrases to organize paragraphs, credit sources

March- May	

Continue to teach the following:
• Analyze students' writing to determine re-teaching opportunities for introductions, conclusions, linking words and phrases, sentence structures, integration of evidence, and elaborative techniques.
 	
• Use color coding and re-teaching templates to determine weaknesses in writing and revise as needed.
 	
Focus all direct instruction to complex text sets with an FSA-style prompt. Plan to complete and re-teach 3-4 full essays, using the two week cycle.
 	
Literacy Centers - Continue to emphasize previously taught strategies in literacy centers.
 	
To address specific needs, utilize small group instruction to target specific areas in need of improvement or enrichment.
 	
This may be a good time to use "What's Missing?" with 2nd graders. Remember, adapt the tool as needed.
 	
Explore natural opportunities within text sets to teach:
Narrative Writing LAFS.2-3.W.1.3
Research Writing LAFS.2-3.W.3.6-7
	Goals for 2-3:
	
	Students will write essays including
	• a satisfying introduction with an original controlling idea
	• two body paragraphs with
	  • specific, original main ideas
	  • relevant evidence from two sources, including citations
	  • analysis-elaboration using 2-3 techniques
	• a satisfying conclusion re-claiming the focus of the essay
	
	• Student will revise and edit their own writing.
	
	Students should OWN the following skills:
	• usage of 2-3 mentor sentence structures
	• usage of 2-3 introduction styles
	• usage of 2-3 elaborative techniques
	• usage of 2-3 linking words/phrases to organize paragraphs