

Summer Learning Guide 2021-Grade 2

Talking About Books and Persuasive Writing

Overview

Oral language is not only an essential part of students’ ability to communicate and develop vocabulary, it’s also an integral part of reading comprehension. As texts become more sophisticated, students’ oral language needs to develop to keep up with the literary language and content-specific vocabulary in those texts. Burkins and Yates(2020) write, children struggling with comprehension “need abundant opportunities to use and develop language” (p. 21). This reading unit provides opportunity, explicit instruction, and guided practice to develop oral language through academic conversations about texts.

Young children are full of strong thoughts and opinions. They know what they like and what they don’t like and are often very willing to tell others about these opinions. Harness students’ opinions for this highly engaging unit on persuasive letters. For example, a student may write to her parents asking for a skateboard for her birthday including reasons, such as, it’s good for exercise and a way to be outside. Another student may write to the librarian requesting more books with characters from Guatemala as a way to connect to students who are represented at their school. What’s most important is that each student feels their opinions matter and that writing about them can change their world.

Enduring Understandings and Goals

Reading Enduring Understandings	Writing Enduring Understandings	Word Study Enduring Understandings
<ul style="list-style-type: none"> Understand that contributing, listening, and responding are equally important roles in a conversation. Understand that engaging in an exchange of ideas about books deepens your understanding of the text and broadens perspectives. Understand that connecting with people over books can change the way you feel about reading. 	<ul style="list-style-type: none"> Understand that well-crafted, persuasive writing influences the reader’s thinking, feeling, or action. Understand that in a democratic society people have the right to voice opinions and persuasive writing is an effective tool to impact the thinking of others. Understand that writers use feedback from others to clarify ideas and broaden perspective in order to strengthen their arguments. 	<ul style="list-style-type: none"> Understand that exploring how words work enables writers to get closer to conventional spelling so that their message is understood. Understand that exploring how words work enables readers to decode and comprehend the author’s message.

Reading Goals	Writing Goals	Word Study Goals
<ul style="list-style-type: none"> ● Readers support ideas with evidence from the text, experience, and background knowledge. ● Readers build on ideas of others in order to strengthen their understanding of the text. 	<ul style="list-style-type: none"> ● Writers communicate opinions or ideas on topics they feel strongly about to share their perspectives and to enact change ● Writers elaborate on reasons or evidence to support their opinions. ● Writers consider an authentic audience for their purpose. ● Writing partners volunteer ideas, listen, and respond to each other to develop and clarify the writer’s ideas. 	<ul style="list-style-type: none"> ● Readers and writers use knowledge of r-controlled vowels to search, solve, and spell with automaticity.

Standards

For standards aligned to this unit, click [here](#).

Considerations for English Learners

In this unit, students are asked to use language to [persuade](#) and [synthesize](#).

- To persuade, students will use language to explain and provide evidence in support of a position that will convince others to align themselves to an action or way of thinking. Example from this summer learning unit: *“I wrote about recycling because it is important. I think everyone should recycle because it is good for the Earth.”*
- To synthesize, students will use language to combine or integrate ideas to form a new whole. Example from this summer learning unit: *“First I thought that the pig in this story was brave to make the choices he made, but after talking with my partner, now I think he was foolish.”*

90 minute Language Arts Block Summer Learning Schedule

Daily plans for the whole group lessons and small group lessons are included below.

Reading Workshop		
Whole Group	20 min	<ul style="list-style-type: none"> Shared Reading of poems and songs with word study/phonological awareness (everyday) Example videos: here, here, and here Interactive Read Aloud or Whole-class conversation (alternating days)
Independent Work Time	20 min	Independent reading, small group shared reading, conferring <ul style="list-style-type: none"> Group A: small group shared reading on a leveled text Group B: independent reading, independent literacy work 10 minutes each, then switch
Share	5 min	Partnerships and share

Writing Workshop		
Whole Group	15 min	Focus lesson
Independent Work Time	20 min	Independent writing, writing conferences, small groups
Share	10 min	Partnerships and share

Assessment

During this 15 day summer learning experience, students will be assessed on the first/second day and the last day on both their talk skills and on a writing sample.

Talk Assessment	Persuasive Writing Assessment
<ul style="list-style-type: none"> WWC Transcript Talk Checklist 	<ul style="list-style-type: none"> On-Demand Writing Assessment Grade 2 Writing Continuum

Weekly Plans

Week 1

	Monday, July 12	Tuesday, July 13	Wednesday, July 14	Thursday, July 15	Friday, July 16
Whole-Group: Reading	<ul style="list-style-type: none"> • Weekly Reading Plan Day 1 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 2 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 3 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 4 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 5
Small-Group: Reading	<ul style="list-style-type: none"> • Confer with readers 	<ul style="list-style-type: none"> • Confer with readers 	<ul style="list-style-type: none"> • Shared Reading Plan 1, Day 1 	<ul style="list-style-type: none"> • Shared Reading Plan 1, Day 2 	<ul style="list-style-type: none"> • Shared Reading Plan 1, Day 3
Whole-Group: Writing	<ul style="list-style-type: none"> • Writers have predictable routines they follow • Writing Assessment 	<ul style="list-style-type: none"> • Inquiry into persuasion 	<ul style="list-style-type: none"> • Writers write persuasive letters to make the world a better place. 	<ul style="list-style-type: none"> • Writers support their ideas with reasons why when writing a persuasive letter. 	<ul style="list-style-type: none"> • Writers keep their audience in mind when writing a persuasive letter.

Week 2

	Monday, July 19	Tuesday, July 20	Wednesday, July 21	Thursday, July 22	Friday, July 23
Whole-Group: Reading	<ul style="list-style-type: none"> • Weekly Reading Plan Day 1 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 2 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 3 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 4 	<ul style="list-style-type: none"> • Weekly Reading Plan Day 5
Small-Group: Reading	<ul style="list-style-type: none"> • Confer with readers 	<ul style="list-style-type: none"> • Shared Reading Plan 2, Day 1 	<ul style="list-style-type: none"> • Shared Reading Plan 2, Day 2 	<ul style="list-style-type: none"> • Shared Reading Plan 2, Day 3 	<ul style="list-style-type: none"> • Confer with partners
Whole-	<ul style="list-style-type: none"> • Writers talk 	<ul style="list-style-type: none"> • Writers use the 	<ul style="list-style-type: none"> • Writers elaborate 	<ul style="list-style-type: none"> • Writers choose a 	<ul style="list-style-type: none"> • Writers revise

Group: Writing	<u>about their ideas with a partner to give and receive feedback.</u>	<u>structure of a letter to help communicate their message.</u>	<u>their ideas by using a counter argument.</u>	<u>piece to revise, edit, and publish.</u>	<u>their letter to include specific and persuasive words.</u>
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Week 3

	Monday, July 26	Tuesday, July 27	Wednesday, July 28	Thursday, July 29	Friday, July 30
Whole-Group: Reading	<ul style="list-style-type: none"> • <u>Weekly Reading Plan Day 1</u> 	<ul style="list-style-type: none"> • <u>Weekly Reading Plan Day 2</u> 	<ul style="list-style-type: none"> • <u>Weekly Reading Plan Day 3</u> 	<ul style="list-style-type: none"> • <u>Weekly Reading Plan Day 4</u> 	<ul style="list-style-type: none"> • <u>Weekly Reading Plan Day 5</u>
Small-Group: Reading	<ul style="list-style-type: none"> • Confer with readers 	<ul style="list-style-type: none"> • <u>Shared Reading Plan 3, Day 1</u> 	<ul style="list-style-type: none"> • <u>Shared Reading Plan 3, Day 2</u> 	<ul style="list-style-type: none"> • <u>Shared Reading Plan 3, Day 3</u> 	<ul style="list-style-type: none"> • Reread group favorites.
Whole-Group: Writing	<ul style="list-style-type: none"> • <u>Writers revise to make sure their writing includes clear supports.</u> 	<ul style="list-style-type: none"> • <u>Writers edit for capitalization in the salutation, body, and closing of a letter.</u> 	<ul style="list-style-type: none"> • <u>Writers edit the body of their letter for punctuation.</u> 	<ul style="list-style-type: none"> • <u>Writers use periods, question marks, and exclamation points to show the reader how to read their story.</u> 	<ul style="list-style-type: none"> • Writing celebration • Collect writing samples and score.

Suggested Texts

Mentor Texts for Writing

Mr. Duck Means Business by Tammi Sauer and Jeff Mack
The Day the Crayons Quit by Drew Daywatt and Oliver Jeffers
Something Beautiful by Sharon Dennis Wyeth
From Sky to Sea by Joy Cowley
Dear World by Takayo Noda
[Safe by Ki \(Woke Kindergarten 60 second text\)](#)
[Good Trouble by Ki \(Woke Kindergarten 60 second text\)](#)
[Bears Make the Best Reading Buddies \(myON\)](#)

Suggested Materials

Consumable Materials

- Chart paper
- Chart markers
- White copy paper
- Flair pens

Materials from Classroom/School

- Classroom library books (persuasive text, read alouds)
- Texts for small groups/PV Digital Reader
- [IRA: Bink and Gollie Give a Fish a Home \(TumbleBooks\)](#)

Prep Work

- Set up a writing center and classroom library.
- Collect picture books and plan interactive read alouds.
- Make a name chart for your class.
- Write poems on a chart with exaggerated spacing between words, skipping lines when possible.
- Collect persuasive texts for inquiry on day two.
- Create your own teacher persuasive piece to use as a mentor text. Keep in mind that this piece need only be written slightly above the level of your students.

Resources

- [IRA Planning Guide](#)
- [IRA Planning Template](#)
- [Focus Lesson Template](#)
- [Guided Reading Lesson Template](#)