



2nd Grade MELD LESSONS ALIGNED TO CCSS

	DAY 1
Common Core Objective(s) CCSS Domain CCSS Standard	Writing W.2.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Essential Question “Big Idea”	What is an opinion? What is opinion writing?
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Write an opinion piece that introduces the topic, state an opinion, supply 2 or more reasons that support the opinion, use linking words to connect opinion and reasons, provide a concluding statement or section.
Access Strategy(ies) / Protocols Incorporated into this lesson	Moment of silence (on demand assessment) My turn, your turn (while giving instructions/teacher Q&A)
Materials/Resources	Writing paper, resources to display prompt (board, doc reader, etc...)
Formative Assessment On demand performance assessment prompt for opinion writing	<ul style="list-style-type: none"> • Gather students together on the rug or near the front of the room • The teacher will say to students, “today you are going to write about something that is your favorite, we call this kind of writing opinion writing, then later on you will use this work see how much stronger you’ve become at writing opinions. • The teacher will say to students, “I want you to think about the following choices that I am going to give you and I want you to <u>choose one</u> and write about why it is your favorite. <p>Prompt: Write about your favorite: color, weather, flavor of ice cream, or animal.</p> <p>Directions: In your writing, make sure to</p> <ul style="list-style-type: none"> • Introduce the topic you are writing about • Give your opinion • Give lots of reasons and explanations • Finish with a concluding sentence • Use capitals, periods and question marks, and spell words correctly. • The teacher will say to students, “I will give you some think time to decide which choice you are going to write about. Make sure you choose something that you feel strongly about to make it easier to write and don’t forget to give reasons as to why it is your favorite. Be sure to write an ending sentence that restates your opinion. • The teacher will ask a few students to repeat the directions (My Turn, Your Turn) • The students will return to their seats and receive their writing materials • The teacher will reread the prompt and the directions and set the students to task (Moment of Silence) (45 minutes)

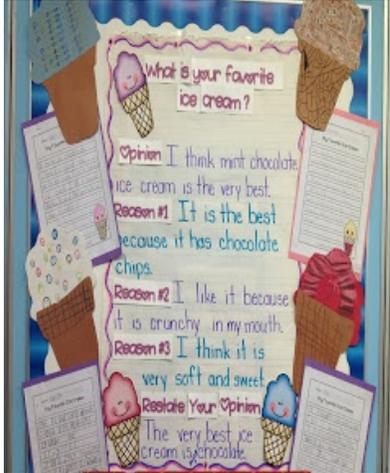


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	<p>Grammar Pre-Assessment- MELD Diagnostic Tool: If you haven't already done so, administer the MELD Diagnostic Tool to students in order to pre-assess the use of home language rules that will be addressed during standard grammar mini-lessons throughout the unit of study.</p> <ul style="list-style-type: none"> • Whole Group Option: Conduct a dictation lesson in which you read aloud each sentence on the Diagnostic Tool to students. The students will write down what they hear. • Be sure to model Standard English • Only read the sentence twice • Review the dictation to identify the use of home language. This will also provide you with insight into the spelling & capitalization skills of your students. This will guide contrastive analysis as well as language mechanics instruction to take place during this unit of study. • Small Group Option: Conduct the MELD Diagnostic orally, one student at a time. <p>Treasures Grammar Test</p> <ul style="list-style-type: none"> • Use this if you have already conducted the MELD Diagnostic.
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DAY 2	
Common Core Objective(s) CCSS Domain CCSS Standard	Writing W.2.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Essential Question "Big Idea"	What is an opinion? What is opinion writing?
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	The students will develop a clearer understanding of what opinion writing is supposed to look like.
Access Strategy(ies) / Protocols Incorporated into this lesson	Instructional Conversations, Advanced Graphic Organizers, Academic Vocabulary Development Think-Pair-Share, Whip Around
Materials / Resources	Question, Opinion, Reason Chart Make copies of the students' on-demand assessments in preparation for Day 3
Teaching Strategies Whole Group (WG) I do... Teacher will...	WG: The teacher will gather students together on the rug or front of the room and display a chart that shows what makes up an opinion. The chart can be embellished with pictures and drawings. Review the components of an opinion (cover each section and reveal as you proceed) State that opinions are



<p>Small Group (SG) We do... Teacher and students will...</p> <p>Independent Work (IW) You do... Students will...</p>	<p>beliefs that people have about things (demonstrate the opinion definition handout). Remind the students that opinions must also state reasons why people believe those things and that there are no right or wrong opinions, right and wrong will come later when we learn about argument. Finally, opinions wrap up with a statement. A concluding statement is like tying your shoe. It brings the opinion together and retells the opinion a little differently than the first sentence.</p> <table border="1" data-bbox="503 472 998 955"> <tr> <td>Question: What is your favorite flavor of ice cream?</td> </tr> <tr> <td>Opinion Statement: My favorite flavor of ice cream is vanilla.</td> </tr> <tr> <td>Reason 1: I like vanilla ice cream because it isn't too sweet.</td> </tr> <tr> <td>Reason 2: I also like it because it is super tasty.</td> </tr> <tr> <td>Reason 3: The best thing about vanilla ice cream is that you can find it anywhere.</td> </tr> <tr> <td>Concluding Statement: The very best ice cream is _____.</td> </tr> </table>  <p>Photo by Pinterest</p> <p>(Review the Protocols for Participation and Discussion Handout) WG: The teacher will conduct a Whip Around to poll each student's favorite flavor of ice cream. SG: Ask the students to do a round of Think-Pair-Share and to provide an original reason as to why that is their favorite flavor of ice cream. SG: Ask the students to do a 2nd round of Think-Pair-Share, and this time ask them to think of a different reason why they like that flavor of ice cream. SG: Use the Give One, Get One protocol to explore the third reason. After the students are seated, poll a few students for responses. IW: The students will write their own opinion essay that answers the question, "What is your favorite flavor of ice cream?" IW: The students will write their essay on a graphic organizer for opinion writing that includes the Question, their own Opinion Statement, 3 reasons, and a scaffolded Concluding Statement.</p>	Question: What is your favorite flavor of ice cream?	Opinion Statement: My favorite flavor of ice cream is vanilla.	Reason 1: I like vanilla ice cream because it isn't too sweet.	Reason 2: I also like it because it is super tasty.	Reason 3: The best thing about vanilla ice cream is that you can find it anywhere.	Concluding Statement: The very best ice cream is _____.
Question: What is your favorite flavor of ice cream?							
Opinion Statement: My favorite flavor of ice cream is vanilla.							
Reason 1: I like vanilla ice cream because it isn't too sweet.							
Reason 2: I also like it because it is super tasty.							
Reason 3: The best thing about vanilla ice cream is that you can find it anywhere.							
Concluding Statement: The very best ice cream is _____.							
<p>Differentiation: Intervention / Enrichment</p>	<p>Sentence stems can be used for second language learners to model the Opinion and Reason components: My favorite flavor of ice cream is _____, I like _____ because it is _____.</p> <p>Enrichment: Provide students with a <u>copy</u> of their on-demand assessment and ask them to highlight and write out the Question, Statement, Reasons, and Concluding statement (if evident) on an opinion writing graphic organizer. If all of those components are not evident have them rewrite their essay.</p>						



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	DAY 3
Common Core Objective(s) CCSS Domain CCSS Standard	Writing W.2.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Essential Question “Big Idea”	What is an opinion? What is opinion writing?
MELD Objective(s): (Intended Student Learning Outcomes:)	The students will refine their understanding of how opinion writing is organized in 2 nd grade.
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizers. Cooperative/Communal Learning, Pick A Stick, Roll ‘Em
Materials / Resources	The Beach handout, The Park handout, scissors, envelopes or plastic baggies, Blank opinion writing graphic organizer, doc reader/board/chart paper, markers
Teaching Strategies Whole Group (WG) I do... Teacher will... Small Group (SG) We do... Teacher and students will... Independent Work (IW) You do... Students will...	<p>WG: The teacher will say, “Do you remember when we studied the parts that make up opinion writing yesterday? I’m going to Pick A Stick and we will see how much we can remember.” Poll 4 students. The teacher will then take out the chart from the previous day and review the component parts of opinion writing, unveiling each section and reviewing the purpose.</p> <p>WG: The teacher will say, “ Today we are going to practice identifying each of those parts from two new pieces of writing. You can use the graphic organizer from yesterday to help.</p> <p>WG: The teacher will explain to the students that in the example (The Beach), the question asked, “Which place do you enjoy the most?”, and that the student’s opinion was: the beach. Display The Beach Handout. Choose students to read it to the class. Discuss some of the reasons given in the essay. On a blank opinion writing graphic organizer/board/chart or doc reader, model lifting sentences from <i>The Beach</i> and placing them in the appropriate categories: question, opinion statement, reasons 1, 2, 3, 4, and concluding statement.</p> <p>WG: Distribute <i>The Park Handout</i> and ask the students to cut out each sentence carefully. Have the students place the sentences in an envelope or baggie and mix them up.</p> <p>SG: The students will work in pairs to practice putting the sentences in the order of an opinion writing piece: Opinion statement, reasons, and concluding statement (it doesn’t necessarily have to be in the order that they were written). The teacher will Roll ‘Em and select a few students to read the opinion, reason, and concluding opinion to check for understanding. enjoy. Continue to have them utilize the blank graphic organizer to write their essays at this point.</p>



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DAY 4													
Common Core Objective(s) CCSS Domain CCSS Standard	Writing W.2.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.												
Essential Question “Big Idea”	What is an opinion? What is opinion writing?												
MELD Objective(s): (Intended Student Learning Outcomes:)	The students will practice writing opinion pieces with more independence												
Access Strategy(ies) / Protocols Incorporated into this lesson	Advanced Graphic Organizers, Cooperative and Communal Learning, Instructional Conversations Give One, Get One, Taking Sides, Raise a Righteous Hand,												
Materials / Resources	Electronic writing can be utilized if the resources are available (laptop, tablet, or desktop)												
Teaching Strategies Whole Group (WG) I do... Teacher will... Small Group (SG) We do... Teacher and students will... Independent Work (IW) You do... Students will...	<p>WG: Explain to the students that today they are going to decide which place they would like to visit for the end of the year field trip, the park or the beach? To get the students to warm up, have them conduct a Give One, Get One discussion protocol.</p> <p>WG: Display The Beach and The Park handouts. Read both of these examples out loud. Post two blank opinion writing organizer charts, write the question: “Which place would you like to visit for the end of the year field trip?” on each chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Question: Which place would you like to visit for the end of the year field trip?</td> <td style="width: 50%; padding: 5px;">Question: Which place would you like to visit for the end of the year field trip?</td> </tr> <tr> <td style="padding: 5px;">Opinion Statement:</td> <td style="padding: 5px;">Opinion Statement:</td> </tr> <tr> <td style="padding: 5px;">Reason 1:</td> <td style="padding: 5px;">Reason 1:</td> </tr> <tr> <td style="padding: 5px;">Reason 2:</td> <td style="padding: 5px;">Reason 2:</td> </tr> <tr> <td style="padding: 5px;">Reason 3:</td> <td style="padding: 5px;">Reason 3:</td> </tr> <tr> <td style="padding: 5px;">Concluding Statement:</td> <td style="padding: 5px;">Concluding Statement:</td> </tr> </table> <p>Use Raise A Righteous Hand to poll students as to which place they would prefer more. Use Taking Sides* to divide the class by Park or Beach. Select students from each group to generate an original opinion statement, reasons,</p>	Question: Which place would you like to visit for the end of the year field trip?	Question: Which place would you like to visit for the end of the year field trip?	Opinion Statement:	Opinion Statement:	Reason 1:	Reason 1:	Reason 2:	Reason 2:	Reason 3:	Reason 3:	Concluding Statement:	Concluding Statement:
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	<p>and concluding statements based on their choice. Guide the class through the construction of an original opinion statement for field trip: Utilize the sentence starter chart (handouts) to help co-construct the opinion statement, i.e., “I would prefer to go to the park for our field trip”. Continue the process for the rest of the components of opinion writing. Remember to write down the student responses, taking time to capitalize on any teachable moments that may arise with standard English grammar or code-switching. Remember to recast student utterances in standard English, do not correct home language usage.</p> <p>*Taking Sides: Divide the class into two groups based on opinion. Divide each group into smaller groups of 4 in order to discuss the question. Have each small group select a speaker. Ask each speaker to summarize the group’s position after 5 minutes.</p>
<p>Differentiation: Intervention / Enrichment</p>	<p>The taking sides activity allows the students to rehearse with peers before speaking and writing. This is important for second language learners because it allows them to discuss their ideas in an environment that does not increase anxiety and scaffolds better writing.</p>

DAY 5	
<p>Common Core Objective(s) CCSS Domain CCSS Standard</p>	<p>Writing W.2.1: Write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, supply a reason for the opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>Essential Question “Big Idea”</p>	<p>How do I close read? How do take notes from the text (annotate)?</p>
<p>MELD Objective(s): (Intended Student Learning Outcomes:)</p>	<p>How to conduct a Close read and how to annotate text.</p>
<p>Access Strategy(ies) / Protocols Incorporated into this lesson</p>	<p>Advanced Graphic Organizer, Instructional Conversations, Academic Vocabulary Development</p>
<p>Materials / Resources</p>	<p>The Beach, The Park Handouts, Lined Post-Its for Annotations. Highlighters, pencils,</p>
<p>Teaching Strategies Whole Group (WG) I do... Teacher will... Small Group (SG)</p>	<p>WG: Provide each student with a copy of The Park and The Beach. Tell the students that today they are going to learn how to close read and take notes. WG: Tell them that the Park and The Beach are what we call mentor texts. Mentor texts are examples of what good writing looks like. They are mentors or teachers for your writing. WG: Tell the students that they are going to read The Beach mentor text</p>



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<p>We do... Teacher and students will... Independent Work (IW) You do... Students will...</p>	<p>silently along with you. Distribute the highlighters, post-its, pencils, etc...</p> <p>WG: Create a poster of the Close Reading Steps and model how to proceed through each Read. Model out loud. It would be useful to use a document reader for this portion. A chart or whiteboard is a good alternative.</p> <p>1st Read: -What is the main idea being presented? -Why did the author write <i>The Beach</i>? (answer these questions on post-its)</p> <p>2nd Read: -How does the author feel about the beach? -What reasons does the author give? (answer these questions on post-its)</p> <p>3rd Read: -Do those reasons match the way the author feels about the beach? (answer these questions on post-its)</p> <p>Project the Close Reading Steps and change the Beach to the Park SG: Distribute the Park Handout and have the students work with a partner to use the modeled annotation strategies with a different piece of text. SG: Take the students step by step through the first read, second read, and third read, scaffolding as needed.</p> <p><u>Writing Assessment</u> WG: Tell the students that they are going to write an opinion piece that answers this question.</p> <p>WG: Present the question, ““Which place would you like to visit for the end of the year field trip, the park or the beach?”</p> <p>WG: Remind the students that a good opinion will:</p> <ul style="list-style-type: none">• Tell your opinion• Give 3 reasons for your opinion• Finish with a concluding sentence/statement.• Use capitals, periods and question marks where needed.• If the student’s finish, they can draw a picture of the place they’d like to visit for the end of the year field trip. <p>IW: The students will write their opinion piece (Moment of Silence) (45 minutes)</p>
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