

NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Writing Curriculum Grade 2



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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Neptune, NJ 07753-4836

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CURRICULUM

GRADE 2

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

English Language Arts Writing Grade 2

Acknowledgements

The Writing Curriculum for second grade was developed through the dedicated efforts of Jennifer Cottrell, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

The curriculum developers recognize that students must learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop students' writing skills. This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations: *Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

Multilingual Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency

- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use an online translator to assist students with pronunciation:

http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level

- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Revving Up Writing Muscles (If...Then) Conventions Mini Unit: Handwriting, Punctuation and Capitalization
Suggested Time Frame	Approximately 16 Days

Overview / Rationale
<p>In the first part of the unit, you'll remind students how to easily write lots of focused, simple, small moment narratives. During the first part, you will teach students to generate ideas as well as strategies to lift the level of their stories by honing in on sequence, focus, and envisioning. You'll want to encourage students to generate a whole bunch of narratives so that their folders are filled with pieces they can revise in the next part of the unit.</p> <p>In the second part, you'll study mentor texts and help students identify craft moves authors make so that kids can try these out in their own pieces to bring their stories to life.</p> <p>Remember this is meant to be an abbreviated unit, spanning no more than two weeks. Plan to end this mini-unit with a simple celebration. You will continue this work as you move into Unit 1: Lessons from the Masters, studying a new author.</p>

Stage 1 – Desired Results
<p>2023 New Jersey Student Learning Standards for English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> a. Write legibly and with sufficient fluency to support composition. <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills</p> <ul style="list-style-type: none"> b. Capitalize holidays, product names and geographic names. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence. b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations. c. Use transitional words to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experience and events. e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Standards

2020 New Jersey Student Learning Standards- Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills (2020)

New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Essential Questions: <ul style="list-style-type: none"> How can I use all that I know about writing to plan, draft, and revise pieces that are focused, detailed, and fun to read? 	Enduring Understandings: <ul style="list-style-type: none"> How can I use all that I know about planning and writing to fill my folder with lots of detailed pieces? How can I use a mentor text to learn and try out ways an author has made it special?
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> How to use mentor texts to help students identify craft moves authors make so students can try it in their own writing. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> How to generate ideas as well as strategies to lift the level of their stories by focusing on sequence and envisioning. Engage in major revision work and their stories will become a lot more developed and much longer.

Student Resources	
<ul style="list-style-type: none"> Writer's Checklist- https://drive.google.com/file/d/1Cugn8gd43pDIKCpBrb0sqckgdywYDCjF/view?usp=sharing Word Wall Writing Paper Mentor Texts 	
Teacher Resources	
<ul style="list-style-type: none"> ■ RevvingUpWritingMusclesUnit1 (1).pdf https://drive.google.com/file/d/1Oluk405skvfqxbXjy5uqpJBQpgHi5yc3/view ■ Minilessons for Revving Up Writing Muscles.pdf https://drive.google.com/file/d/1IAgm97pOpZCgErhOIKrqrtXEsXoD0zSt/view <i>The Writing Strategies Book</i> by Jen Seravallo <i>The Writing Minilessons Book - Grade 2</i> By Irene C Fontus and Gay Su Pinell Conferring Notes <i>Writing Pathways</i> by Lucy Calkins Chart paper Post-it notes Suggested Mentor Texts: <ul style="list-style-type: none"> <i>Owl Moon</i> by Jane Yolen <i>Night of the Veggie Monster</i> by George McClements <i>A Whistle for Willie</i> by Ezra Jack Keats <i>The Snowy Day</i> by Ezra Jack Keats <i>Chester's Way</i> by Kevin Henkes <i>Jabari Jumps</i> by Gaia Cornwall 	

Capitalization Rules for Kids - M.I.N.T.S - The Trick to Perfect Capitalization

Note: Teachers use diverse mentor texts from various genres. Some mentor texts shall include characters they can identify with and may incorporate information with multiple perspectives.

Stage 2 – Assessment Evidence

Pre-Assessments:

- On Demand Narrative Writing Assessment page 182 in the Writing Pathways Teacher Guide

Formative Assessments:

- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Checklist
<https://drive.google.com/file/d/1Cugn8gd43pDIKCpBrb0sqckgdywYDCjF/view?usp=sharing>
- Writing about Reading
- Student Reflections
- Conferences
- Small Group Instruction

Summative Assessments:

- Rubrics - 📄 Gr 2 narrative rubric.pdf
<https://drive.google.com/file/d/17BggF1ixK2IYQsTNueCvjhABxzqR-nSY/view>
- Learning Progressions-*Writing Pathways* by Lucy Calkins, page 82
- Published piece taken through the writing process
- The Narrative Writing Post On-Demand Assessment will be given after Unit 2

Stage 3 – Learning Plan

Instructional Guidance-

📄 Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers 2024

https://docs.google.com/document/d/1x4nBXksOiut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit

How to use the Writing Strategies Book-

📄 How to Use the Writing Strategies Book for Whole Group Lessons

https://docs.google.com/document/d/1uX1tznaMdWTEACiZ8nisbJshhbhXV_qtGxQo_1IRB6k/edit

Writing Workshop Training- 📄 Copy of New Teacher Training Writing Workshop UPDATED 2022

https://docs.google.com/presentation/d/1oKdxoBHc3V14EhqJGT8V0dL4f8Xd8t_WxGMm5r6kBNM/edit#slide=id.g24ec2fc189_0_0

Conventions Unit 1: Handwriting, Punctuation and Capitalization - Approximately 9 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- c. Write legibly and with sufficient fluency to support composition.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills

- d. Capitalize holidays, product names and geographic names.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

The mini unit is intended to prepare students with foundational skills prior to writing in a specific genre.

*Teacher Resource: ***The Writing Minilessons Book - Grade 2*** By Irene C Fontus and Gay Su Pinell

Note: You may need a narrative writing prompt for students in order to practice what they are learning in the mini unit. Students may also choose the topic to write about.

Suggested Narrative Prompts to use with the Conventions Mini Unit

- Recall an incident where you helped your classmate or anyone. How did you help them and what was their reaction to your help?
- Write about a time when you did something.

Using Good Handwriting

Lesson - Write Letters Clearly - *The Writing Minilessons Book - Grade 2* Page 410

Objective: Students will follow the verbal path to form letters efficiently.

Lesson - Make Letters the Right Size in a Word - *The Writing Minilessons Book* Page 412

Objective: Students will use what is known about writing letters to fluently write letters of proportional size in words.

Lesson - Use Good Spacing - *The Writing Minilessons Book* Page 414

Objective: Students will leave proper spacing between letters, words, and lines.

Learning About Punctuation

Lesson - Use Punctuation to End a Sentence - *The Writing Minilessons Book* Page 430

Objective: Students will use periods, exclamation marks, and question marks to end sentences.

Lesson - Use Quotation Marks to Show What Someone Said -*The Writing Minilessons Book* Page 432

Objective: Students will use quotation marks to show dialogue.

Capitalization

Lesson - Capitalization

Begin this part of the conventions unit with this video: Capitalization Rules for Kids - M.I.N.T.S - The Trick to Perfect Capitalization

[Capitalization Rules for Kids - M.I.N.T.S - The Trick to Perfect Capitalization](#)

- Prepare sentences in advance for students to practice the rules after viewing the video.
- The following lessons reinforce what is learned from this video.

Lesson - Capitalize the First Letter of a Name - *The Writing Minilessons Book* Page 442

Objective: Students will understand that names begin with capital letters.

Lesson - Capitalize the Word *I* - *The Writing Minilessons Book* Page 444

Objective: Students will understand that the pronoun *I* is always capitalized.

Lesson - Capitalize the First Letter of the First Word in a Sentence - *The Writing Minilessons Book* Page 446

Objective: Students will understand that a sentence begins with a capital letter.

Unit 1: Revving Up Writing Muscles (If...Then) - Approximately 7 days

Standards:

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Rationale for this Pre-Assessment: This pre-assessment will be the only one given this year. This assessment will be used as a baseline for where each writer is starting at the beginning of the year. It allows not only the teacher to see the growth throughout the year but the students as well. A great way to end the school year and celebrate all the incredible writing students have done is to have students view their very first and final writing pieces side-by-side. They are often amazed at the growth and change in their writing!

The Day Before: Tell students “Tomorrow you will have one writing workshop session to write a personal narrative/small moment story that tells others about your special moment or topic. You will want to choose a topic that is important to you, something you have written about before, or something you have experienced (i.e., somewhere you went, something you like to do, something that happened to you...).”

Session-Pre Assessment On-Demand Narrative Writing Assessment found on page 182 in the Writing Pathways Teacher Guide

Say to students: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write?” Make this be the story of one time in your life. You might focus on just a scene of two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise and edit in one setting. Write in a way that allows you to show off all you know about narrative writing.

In your writing, make sure you:

- Make a beginning for your story.
- Show what happened, in order.
- Use details to help readers picture your story.
- Make an ending for your story.

Part 1: Using Everything We Know to Write Long and Strong Right Away- Approximately 4 Days

*Teacher Resource: ■ Minilessons for Revving Up Writing Muscles.pdf

Lesson- Session 1- Second Grade Writers Get Started Right Away! pg. 3

Today I want to remind you that writers of true stories think about the tiny moments that have happened in their lives. They tell those stories out loud, sketch them across the pages of a booklet, and then right, right, right!

Lesson-Session 2- Writers Make a Plan pg. 5

Today I want to remind you that after writers come up with an idea for their stories, they plan how it will go. You can touch each page and tell each part, then sketch all the pictures, then write.

Lesson-Session 3- Telling Stories Bit-by-Bit pg. 8

Today I want to remind you that when writers want to write stories they come to life on the page, they tell their stories in small steps, bit by bit. Writers think about the main thing they did and then ask themselves, ‘What exactly happened, step by step, bit by bit?’

Lesson-Session 4- Bringing Out the Inside: Adding Feelings and Thinking pg. 10

Today I want to remind you that another way writers bring their stories to life is by telling what their characters feel and think.

Part 2: Reading Like a Writer: Using Mentor Texts- Approximately 2 Days

Lesson-Session 5- Learning from a Mentor Author pg. 13

Writers read books written by great writers and say ‘Oh my goodness. He just did something special in his book that I’m going to try in my own writing’ and then they try it.

Lesson-Mini Celebration pg. 15

Plan to end this mini-unit with a simple celebration. As it draws to a close, ask children to pick a favorite piece to fancy up, revise, and edit. Then, for the celebration, you might have a little publication party during the share, when children read their favorite parts of their narratives and the class names out some of the craft moves their peers used. Plan to add these “hot new releases” to the basket in your classroom library.

Unit Plan Title	Lessons From the Masters: Improving Narrative Craft (Book 1) Conventions Mini-Unit: Nouns, Verbs and Sentences
Suggested Time Frame	Approximately 24 Days

Overview / Rationale
<p>This narrative unit will help children deepen their understanding of narrative writing and how authors take moments from their personal lives and write about them.</p> <p>To begin part 1, students will learn that writers grab hold of particular moments, moments that stay with them, and let those moments spark ideas for their stories. Over the course of this part you will teach your students ways to stretch out and magnify their small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. The part ends with a day of goal setting, where children can use the narrative checklist to assess their work and to set goals for themselves as writers.</p> <p>As you come into part 3, students will make reading and writing connections drawing on everything they have learned up until this point to discover craft moves in books they are reading on their own and to apply these to their own writing. There are two main goals in this part: first, students will work with increasing independence, transferring what they have learned with teacher guidance and through shared inquiry to work that is largely self-initiated. Second, children will devote careful attention to revision and editing, aiming to make their writing as clear and powerful as it can be.</p>

Stage 1 – Desired Results
<p>2023 New Jersey Student Learning Standards for English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ol style="list-style-type: none"> Write legibly and with sufficient fluency to support composition. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ol style="list-style-type: none"> Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills</p> <ol style="list-style-type: none"> With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. Identify the verbs in clauses; Form and use regular and irregular verbs for consistent use of past, present, and future tenses. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or Show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing

- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Standards

2020 New Jersey Student Learning Standards- Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills (2020)	
New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.	
Computer Science and Design Thinking	
2020 New Jersey Student Learning Standards – Computer Science and Design Thinking 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.	
Essential Questions: <ul style="list-style-type: none"> How do I use a masters’ text for inspiration and ideas? How do I turn a small moment into a story? How do I use language to describe people, places, things, and events? 	Enduring Understandings: <ul style="list-style-type: none"> How do I use a masters’ text for inspiration and ideas? How do I turn a small moment into a story? How do I set goals and make plans for writing?
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> Writers can use master texts to get ideas for their writing. Writers can write about and focus on a small moment (ONE time they did something). Writers can use strategies to edit and revise their writing. Writers can use language to describe people, places, things, and events. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> Zoom into their story and write with details. Revise beginnings and endings by using master texts. Set goals to improve writing by using a checklist.

Student Resources
<ul style="list-style-type: none"> Writer’s Checklist - Grade 2 Narrative Writing https://drive.google.com/file/d/1Cugn8gd43pDIKCpBrb0sqckgdywYDCjF/view?usp=sharing Word Wall Writing Paper Mentor Texts

Teacher Resources

- Units of Teaching Writing- *Unit 1: Lessons from the Masters: Improving Narrative Writing* by Lucy Calkins, Amanda Hartman, Julia Mooney ISBN-13: 978-0-325-04728-7
- *The Writing Strategies Book* by Jen Seravallo
- *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* by Jeff Anderson
- *The Writing Minilessons Book - Grade 2* By Irene C Fontus and Gay Su Pinell
- Conferring Notes
- *Writing Pathways* by Lucy Calkins
- Chart paper
- Post-it notes
- Suggested Mentor Texts:
 - *Owl Moon* by Jane Yolen
 - *The Leaving Morning* by Angela Johnson

Note: Teachers use diverse mentor texts from various genres. Some mentor texts shall include characters they can identify with and may incorporate information with multiple perspectives.

Stage 2 – Assessment Evidence


Pre-Assessments:

- Narrative Pre On-Demand Assessment was given in Unit 1.

Formative Assessments:

- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Checklist - Narrative Writing Grade 2
<https://drive.google.com/file/d/1Cugn8gd43pDlKCpBrb0sqckgdywYDCjF/view?usp=sharing>
- Writing about Reading
- Student Reflections
- Conferences
- Small Group Instruction

Summative Assessments:

- Genre Specific Rubric-  Gr 2 narrative rubric.pdf
<https://drive.google.com/file/d/17BggF1ixK2lYQsTNueCvjhABxzqR-nSY/view>
- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Published piece taken through the writing process
- On Demand Narrative Writing Assessment page 182 in the Writing Pathways Teacher Guide

Stage 3 – Learning Plan

Instructional Guidance-

 Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers ...

https://docs.google.com/document/d/1x4nBXksOiut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit

How to use the Writing Strategies Book-

 How to Use the Writing Strategies Book for Whole Group Lessons

Writing Workshop Training-

 Copy of New Teacher Training Writing Workshop UPDATED 2022

https://docs.google.com/presentation/d/1oKdxoBHc3V14EhqJGT8V0dL4f8Xd8t_WxGMm5r6kBnM/edit#slide=id.g24ec2fc189_0_0

Conventions Unit 2: Nouns, Verbs and Sentences - Approximately 6 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills

- a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- d. Identify the verbs in clauses; Form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

The mini unit is intended to prepare students with foundational skills prior to writing in a specific genre.

*Teacher Resource: *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* by Jeff Anderson (See PDF documents in Resource Folder)

Note: You may need a narrative writing prompt for students in order to practice what they are learning in the mini unit. Students may also choose the topic to write about.

Nouns

Lesson - Spending Your Allowance: Know Your Nouns -Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5 page 96

Objective: Students will use and understand common nouns.

In the “Invitation to Apply” section of this lesson. Ask students to take out a narrative piece they wrote in Unit 1. Have students go through their pieces identifying the different kinds of nouns. On the board or chart paper, create a chart of nouns discovered in their writing, separated by people, places and things.

Lesson - One More Mountain to Climb - *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* page 104

Objective: Students will use and understand proper nouns.

In the “Invitation to Apply” section of this lesson. Ask students to take out a narrative piece they wrote in Unit 1. Have students go through their pieces identifying nouns they believe to be proper nouns. Have students use the Rapid Revision technique mentioned in this section of the lesson.

Verbs

Lesson - Verbs Move: Verbs Mean Action -*Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* page 125

Objective: Students will use and understand the functions of verbs (action).

In addition to the “Invitation to Apply” section of this lesson, ask students to take out a narrative piece they wrote in Unit 1. Have students go through their pieces, identifying the verbs, or action words they used. On the board or chart paper, create a chart of verbs discovered in their writing.

Sentences

Lesson - Subject-Verb Chomp: The Teeth of a Sentence - *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* page 150

Objective: Students will use and understand simple sentences.

Lesson: Subject and Verb Plus One: Adding to the Basic Noun and Verb -*Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* page 155

Objective: Students will use and understand simple sentences.

Lesson - Choral Read Our Way to the End: Punctuation Voices and Never Fear: End Marks Are Here -*Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* pages 164-165

Objective: Students will understand how punctuation adds voice and rhythm to writing. Students will use punctuation marks at the end of sentences. Students will use interrogative and exclamatory sentences.

In the “Invitation to Apply” section of this lesson. Ask students to take out a narrative piece they wrote in Unit 1. Have students go through their pieces identifying where they did and did not use punctuation. Use student work as samples the whole class can use to revise and edit (with the student’s permission).

Unit 2: Lessons from the Masters (Book 1) - Approximately 18 days

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Immersion Sessions

This Writing Workshop term refers to the period before beginning a unit of study when a class explores several examples of texts within a genre. During this time, teachers and students read and enjoy these books interactively as readers (during read alouds). After the stories have been shared, they may be studied (during Writer's Workshop mini lesson) and read like a writer for the purpose of gaining a better understanding of how texts within a given unit of study are crafted. Immersion is an important phase of each unit of study because it helps children understand how different types of writing are constructed and how they are meant to sound. Immersion is meant to provide students a model to emulate in their own writing; with this model, the quality of student writing will have more opportunity for growth.

Part 1: Studying the Masters for Inspiration and Ideas - Approximately 12 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

*Teacher Resource: **Units of Teaching Writing- Unit 1:Lessons from the Masters: Improving Narrative Writing** by Lucy Calkins, Amanda Hartman, Julia Mooney

*Teacher Resource: **The Writing Minilessons Book - Grade 2** By Irene C Fontus and Gay Su Pinell (See PDF documents in Resource Folder)

Lesson - Session 1- Discovering Small Moments That Matter - page 2

In this session, you'll teach children that one way they can learn to write meaningful, beautiful stories is to study the craft of mentor authors.

Lesson - Session 2- Capturing Story Ideas - page 12

In this session, you'll teach children that writers capture everyday moments and save them as possible story ideas to write later. An alternative to this lesson may be to make a heart map. This lesson can be found on page 466 in the *Writing Minilessons Book*. In this lesson you'll teach students to create a heart map filled with important pieces of one's identity for the purpose of inspiring writing ideas.

Lesson-Session 3- Stretching Out Small Moments - page 20

In this session, you'll teach children what it looks like and sounds like when writers tell the whole story of a tiny moment.

Added Lesson - Draw and Write Your Story in the Order It Happened - The Writing Minilessons Book - Grade 2 page 164

You'll teach students that the pictures and writing in a story occur in chronological order.

Lesson-Session 4- Writing With Detail - page 28

In this session, you'll teach students that writers zoom in on a small moment in their stories, magnifying it with details so that their readers can take it in with all their senses.

Added Lesson - Start Your Writing with Talking - The Writing Minilessons Book - Grade 2 page 298

You'll teach students that writers can begin a book with someone talking.

Added Lesson - Start Your Writing with a Feeling - *The Writing Minilessons Book - Grade 2* page 300

You'll teach students that writers can begin a book with a feeling.

Added Lesson - Start Your Writing with Describing the Setting - *The Writing Minilessons Book - Grade 2* page 302

You'll teach students that writers can begin a book with a description of the setting.

Added Lesson - End Your Book with a Feeling - *The Writing Minilessons Book - Grade 2* page 312

You'll teach students that writers can end their books with a feeling.

Added Lesson - End Your Book with Talking - *The Writing Minilessons Book - Grade 2* page 314

You'll teach students that writers can end their books with talking.

Lesson-Session 6- Rereading Like Detectives - page 43

In this session, you'll teach children that writers reread their writing like detectives, checking the ending punctuation to make sure it makes sense and sounds right to the reader.

Lesson-Session 7- Working Hard - page 52

In this session, you'll teach students that writers get stronger by looking at their writing, making plans, and setting goals.

Part 3 :Study Your Own Authors - Approximately 6 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.
- b. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Added Lesson - Adding Talking to Your Writing Makes It More Interesting -The Writing Minilessons Book - Grade 2 page 292

You'll teach students that dialogue adds meaning and interest to a story.

Lesson-Session 15- Learning Craft Moves from Any Mentor Text - page 134

In this session, you'll teach students that writers can learn from any mentor author, at any time.

Lesson-Session 17- Writers Can Help Each Other - page 150

In this session, you'll teach students that writers can help each other by offering feedback on their partner's writing.

Lesson-Session 18- Editing and Preparing for Publication - page 153

In this session, you'll teach children that writers get their writing ready for publication by making sure it is easy to read. This means that they check their spelling, punctuation, and word choice.

Lesson-Session 19- A Celebration - page 159

In this session, students will celebrate and share their published writing pieces.

The Day Before: Tell students "Tomorrow you will have one writing workshop session to write a personal narrative/small moment story that tells others about your special moment or topic. You will want to choose a topic that is important to you, something you have written about before, or something you have experienced (i.e., somewhere you went, something you like to do, something that happened to you...)."

Lesson-Post Assessment On-Demand Narrative Writing Assessment found on page 182 in the Writing Pathways Teacher Guide

Say to students: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write?” Make this be the story of one time in your life. You might focus on just a scene of two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise and edit in one setting. Write in a way that allows you to show off all you know about narrative writing.

In your writing, make sure you:

- Make a beginning for your story.
- Show what happened, in order.
- Use details to help readers picture your story.
- Make an ending for your story.

Unit Plan Title	The How-to Guide to Nonfiction Writing (If/Then Unit Book) Conventions Mini Unit: Adjectives, Apostrophes and Commas
Suggested Time Frame	Approximately 28 Days

Overview / Rationale
<p>This unit begins with writing non-fiction chapter books and then builds in sophistication as students move through Part II, lifting the level of their nonfiction chapter books.</p> <p>The first part gives students an opportunity to remember all they know about writing nonfiction chapter books and giving them the chance to write--practicing across different books.</p> <p>The second part teaches students to consider their audience, helping them write with purpose as they angle their books toward the information a specific audience would need to know.</p> <p>The last part hands the reins over to the students as they make choices about how to shape their information and prepare their writing for publication and celebration.</p>

Stage 1 – Desired Results
<p>2023 New Jersey Student Learning Standards for English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> a. Write legibly and with sufficient fluency to support composition. <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling</p> <ul style="list-style-type: none"> a. Regular, single-syllable words that include: <ul style="list-style-type: none"> v. Contractions (we'll; I'm; they've; don't) vii. Plurals and possessives (its, it's) <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ul style="list-style-type: none"> a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. c. Supply adjectives in noun phrases to make them more precise or engaging. e. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. f. Use an apostrophe to form contractions and frequently occurring possessives. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. b. Compare formal and informal uses of English.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Standards

2020 New Jersey Student Learning Standards- Science

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Career Readiness, Life Literacies, and Key Skills (2020)

New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CL.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CL.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Essential Questions:

- What information does my audience want to know?

Enduring Understandings:

- Use all they know to write many books.
- Choose an audience as well as providing them with purpose and helping them angle their writing towards a person who will read their books.

Knowledge:

Students will know...

- Informational texts present interesting information in an organized structure that makes sense for the reader.
- Information gathered from informational texts can be used in our writing.
- Informational writing has special structures and features (i.e. table of contents, headings, etc.)

Skills:

Students will be able to...

- Organize ideas under headings.
- Elaborate on ideas by adding details or comments.

Student Resources

- Writer's Checklist- Information Writing - Grade 2
https://drive.google.com/file/d/1GnHrF2Vta-AwLgq3Iv1li_epNLc7bJ4F/view?usp=sharing
- Word Wall
- Writing Paper

<ul style="list-style-type: none"> ● Mentor Texts
Teacher Resources
<ul style="list-style-type: none"> ● <i>The How to Guide for Nonfiction Writing: If/Then Unit</i> Stand Alone Book 2016 Publication by Valerie Geschwind, Jennifer DeSutter ISBN 978-0-325-08892-1 ● <i>The Writing Strategies Book</i> by Jen Seravallo ● <i>Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5</i> by Jeff Anderson ● <i>The Writing Minilessons Book - Grade 2</i> By Irene C Fontus and Gay Su Pinell ● Conferring Notes ● <i>Writing Pathways</i> by Lucy Calkins ● Chart paper ● Post-it notes ● Suggested Mentor Texts: <ul style="list-style-type: none"> ○ <i>From Seed to Plant</i> by Gail Gibbons ○ <i>How a House is Built</i> by Gail Gibbons ○ <i>Growing Frogs</i> by Vivian French ○ <i>How to be a Baby, by me, the Big Sister</i> by Sally Lloyd-Jones ○ <i>Milk to Ice Cream</i> by Lisa M. Herrington ○ <i>Super Storms</i> by Simon Seymour

Stage 2 – Assessment Evidence
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Learning Progressions- <i>Writing Pathways</i> by Lucy Calkins, page 82 ● Information Writing Checklist - Grade 2 https://drive.google.com/file/d/1GnHrF2Vta-AwLgq3Iv1li_epNLc7bJ4F/view?usp=sharing ● Writing about Reading ● Student Reflections ● Conferences ● Small Group Instruction <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Learning Progressions-<i>Writing Pathways</i> by Lucy Calkins, page 82 ● Rubric- ■ Gr 2 inform. rubric.pdf https://drive.google.com/file/d/1424yAKcA0XChaZXffoCA6qE_HcwtsDfD/view ● Published piece taken through the writing process

Stage 3 – Learning Plan
<p>Instructional Guidance-</p> <p>☰ Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers ... https://docs.google.com/document/d/1x4nBXksOiut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit</p> <p>How to use the Writing Strategies Book-</p> <p>☰ How to Use the Writing Strategies Book for Whole Group Lessons</p>

Writing Workshop Training-

📄 Copy of New Teacher Training Writing Workshop UPDATED 2022

https://docs.google.com/presentation/d/1oKdxoBHc3V14EhqJGT8V0dL4f8Xd8t_WxGMm5r6kBnM/edit#slide=id.g24ec2fc189_0_0

Conventions Unit 3: Adjectives, Apostrophes and Commas - Approximately 6 days

Standards:

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling

- a. Regular, single-syllable words that include:
 - v. Contractions (we'll; I'm; they've; don't)
 - vii. Plurals and possessives (its, it's)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- c. Supply adjectives in noun phrases to make them more precise or engaging.
- e. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and **items in a list**.
- f. Use an apostrophe to form contractions and frequently occurring possessives.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- b. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

The mini unit is intended to prepare students with foundational skills prior to writing in a specific genre.

*Teacher Resource: *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* by Jeff Anderson (See PDF documents in Resource Folder)

*Teacher Resource: *The Writing Minilessons Book - Grade 2* By Irene C Fontus and Gay Su Pinell (See PDF documents in Resource Folder)

Note: You may need a nonfiction writing prompt for students in order to practice what they are learning in the mini unit. Students may also choose the topic to write about.

Adjectives:

Lesson - What Kind of Chimpanzee? Adjectives Answer Questions - Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5 page 247

Objective: Use and understand adjectives, including descriptive adjectives and articles.

Lesson - Good Enough: Adjectives Before Nouns - *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* page 252

Objective: Use and understand descriptive adjectives.

Lesson - Use Words to Give the Reader a Picture - *The Writing Minilessons Book - Grade 2* page 354

Objective: Use descriptive details to create a picture for the reader.

Apostrophes:

Note: Possessives and contractions are practiced in the Word Study portion of Blevins Unit 2 Lesson 8 page 88 and Unit 3 Lesson 10 page 110.

Lesson - Use an Apostrophe to Show Something Belongs to Someone - *The Writing Minilessons Book - Grade 2* page 436

Objective: Use an apostrophe to show possession.

Lesson - Apostrophe Family Reunion: Contractions and Possessives -*Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* page 186

Objective: Use an apostrophe to form contractions and possessives.

Commas:

Lesson - Use Commas to Separate Words in a List - *The Writing Minilessons Book - Grade 2* page 434

Objective: Use commas to separate items in a series.

Unit 3: The How-To Guide for Nonfiction (If/Then Unit) - Approximately 22 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- d. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- c. Supply adjectives in noun phrases to make them more precise or engaging.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare formal and informal uses of English.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Immersion Sessions

This Writing Workshop term refers to the period before beginning a unit of study when a class explores several examples of texts within a genre. During this time, teachers and students read and enjoy these books interactively as readers (during read alouds). After the stories have been shared, they may be studied (during Writer's Workshop mini lesson) and read like a writer for the

purpose of gaining a better understanding of how texts within a given unit of study are crafted. Immersion is an important phase of each unit of study because it helps children understand how different types of writing are constructed and how they are meant to sound. Immersion is meant to provide students a model to emulate in their own writing; with this model, the quality of student writing will have more opportunity for growth.

Part 1: Writing Lots of Nonfiction Books Quickly - Approximately 11 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.
- b. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- d. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare formal and informal uses of English.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing

- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

Teacher Resource: **The How to Guide for Nonfiction Writing: If/Then Unit Stand Alone Book, 2016 Publication by Valerie Geschwind, Jennifer DeSutter*

Teacher Resource: **The Writing Minilessons Book - Grade 2 By Irene C Fontus and Gay Su Pinell (See PDF documents in Resource Folder)*

Lesson - Session 1- Launching the Big Work of Nonfiction Writing in Accessible Ways - page 2

In this session, you'll teach children that nonfiction writers can start a book right away and write quickly.

Added Lesson - Plan Your All About Book -The Writing Minilessons Book - Grade 2 page 174

You'll teach children how to use a web to organize and plan an all-about book.

Added Lesson - Become an Expert on Your Topic -The Writing Minilessons Book - Grade 2 page 176

You'll teach children to gather information about the topic and take brief, concise notes.

Added Lesson - Use Your Plan to Write Your Book -The Writing Minilessons Book - Grade 2 page 178

You'll teach children how to move from planning to writing.

Lesson - Session 2- Learning from the Experts - page 11

In this session, you'll teach children that nonfiction writers notice what other nonfiction writers have done in their books and think, "I can try this, too!"

Added Lesson - Make a Table of Contents for Your Book -The Writing Minilessons Book - Grade 2 - page 344

You'll teach children to understand that writers include a table of contents as an organizational tool for the reader.

Lesson - Session 3- Nonfiction Writers Squeeze Their Brains - page 20

In this session, you'll teach children that nonfiction writers can write more on each page. They do this by rereading and then thinking, "What else could I say?"

Added Lesson - Use Sidebars to Give Extra Information -*The Writing Minilessons Book - Grade 2 - page 346*

You'll teach children to write sidebars to provide extra information to the reader about the topic.

Added Lesson - Adding Talking to Your Writing Makes It More Interesting -*The Writing Minilessons Book - Grade 2 - page 348*

You'll teach children to write captions under pictures to provide more information for the reader.

Lesson - Session 4- Writers Set Goals and Make Plans - page 27

In this session, you'll teach children that writers get stronger by looking at their writing, setting goals, and making plans.

Lesson - Session 5- A Trip to the Editor - page 36

In this session, you'll remind students that when writers reread their writing, they not only check that their piece has great content and is well organized, but also reread as an editor. (Language standards addressed)

Part 2: Writing for an Audience - Approximately 7 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.
- b. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling

- d. Most often used words in English:
 - i. Irregular words (against, many, enough, does
 - ii. Pattern-based words (which, kind, have)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- c. Supply adjectives in noun phrases to make them more precise or engaging.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson- Session 6- Nonfiction Writers Consider What Information Their Audience Wants to Know - page 44

In this session, you'll teach children that when nonfiction writers are writing for an audience, they first think of who their audience will be and then write the information that audience would want to know.

Lesson - Session 7- Helping Readers Picture Information - page 54

In this session, you'll teach children that once nonfiction writers have considered who their audience will be and what information that audience would want to know, they think, "How can I help my readers picture the information?" (Language standards addressed)

Lesson - Session 8- Nonfiction Writers Aim to Hook an Audience's Interest....Right from the Start! - page 63

In this session, you'll teach children that nonfiction writers grab their audience's interest from the start of a chapter with an interesting lead.

Lesson - Session 9- Writers Do More Than One Thing at Once - page 71

In this session, you'll teach children that writers give them work to generate interesting writing.

Lesson - Session 10- Clearing Up Confusion - page 81

In this session, you'll teach children that nonfiction writers make sure their writing isn't confusing for readers. To do this, writers reread, notice when they have questions, and clarify that information.

Lesson - Session 11- Setting Goals to Make Nonfiction Books Better - page 89

In this session, you'll teach children that nonfiction writers set goals for work they can do to make a chapter even better. Then they transfer each goal from chapter to chapter, so that the whole book is ready to be read by others.

Lesson - Session 12- Editing Nonfiction Writing - page 98

In this session, you'll teach children that writers draw on strategies they know to fix up their writing for readers, making sure it is easy to read. (Language standards addressed)

Part 3: Preparing for Publication and Celebration - Approximately 4 Days**Standards:**

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Lesson - Session 17- Partners Lend a Hand - page 134

In this session, you'll teach children that writing partners can help improve each other's writing by giving each other feedback.

Lesson - Session 18- Planning for the Final Celebration - page 142

In this session, you'll teach children that as writers get ready to publish, or celebrate their work, they lean on everything they know to ready their books.

Lesson - Session 19- Holding a Learning Expo - 145

In this session, you'll hold a learning expo where children will showcase their nonfiction books.

Session- Post Writing Performance Assessment

Devote one full day's writing workshop – specifically 50 minutes – to an on-demand assessment of an informational writing piece. We cannot stress enough that you cannot scaffold kids' work during this assessment. Do not tell children of the qualities of good informational writing, do not

share examples of powerful texts, and definitely do not confer with writers. This needs to be a hands-off assessment.

"I would love to see what you can do as writers on a topic you feel you are an expert on. Today, I'm going to give you a booklet that you'll use to sketch and then write an informational writing piece, similar to the "All-About" books you wrote in first grade. Make this an example of the best informational writing you can do by writing across the pages to tell all you know about an expert topic. I hope your writing shows me what you can do as a writer." Be sure they have booklets that contain five pages with eight lines.

Be sure children also know they can add more pages if they need additional space.

"Usually I will confer with you and you confer with each other, but for today, I want to learn what you can do when you are on your own as a writer. So just do your very best writing – remember that you will be writing to teach me something about a topic you are an expert on."

Give children just 45 minutes of actual writing time, and be scrupulous about not giving any reminders or assistance. If a student appeals or states "I'm done" remember not to give assistance.

Instead, turn the decision making back to the student.

An appropriate response might include:

"What do you do when you're done?"

"Remember, I'm not going to help you today."

"What do you think?"

Or "Check over your work".

Once the writing time is over, collect the pieces, making sure that each piece contains the child's name and the date.

Unit Plan Title	Writing About Reading (Book 3) Conventions Mini Unit: Punctuation in a Letter, Verb Tense and Shades of Meaning
Suggested Time Frame	Approximately 20 Days

Overview / Rationale
<p>Students begin this unit by writing letters about the books they are reading to other potential readers of these books. During the first part students will draft letters about the characters they've met in their books, formulating ideas and opinions, providing reasons for these ideas and opinions, and using details and examples from the text to support their claims. You'll also invite students to write about favorite scenes and illustrations and lessons learned. You will teach children to state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world.</p> <p>In part II students will focus on raising the level of their letter writing. You'll coach them in close reading as a way to deepen their thinking and spark new ideas for writing. You will teach students that writers read and reread closely in order to come up with more ideas for their writing, more details and evidence to support their opinions, and more craft moves that authors and illustrators use to make their points convincing and their writing interesting. Before students send their letters about their books out into the world they will also participate in a punctuation inquiry and then incorporate the conventions they are noticing in published books into their own writing.</p>

Stage 1 – Desired Results
<p>2023 New Jersey Student Learning Standards for English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> c. Write legibly and with sufficient fluency to support composition. <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills</p> <ul style="list-style-type: none"> b. Capitalize holidays, product names and geographic names. c. Supply adjectives in noun phrases to make them more precise or engaging. d. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. e. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- a. Introduce an opinion.
- b. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Standards

2020 New Jersey Student Learning Standards- Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills (2020)

New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.
9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Essential Questions:

- How can I write lots of letters to other readers that tell my opinion about characters, and how do I get better at writing in ways that make people agree with my opinion?

Enduring Understandings:

- We have opinions about our characters and people can agree or disagree with my opinion.
- There are ways to convince my audience, one important way is by using text evidence to support my opinion.

Knowledge:

Students will know...

- Writers use multiple pieces of evidence to support their opinion.
- Writers can use mentor texts to improve their writing and make their writing stronger.

Skills:

Students will be able to...

- Write a letter sharing their opinion about their favorite characters
- Rehearse their opinion writing by sharing their big ideas with another person

Student Resources

- Writer's Checklist- Opinion Writing Grade 2
https://drive.google.com/file/d/1diJqtDqo_QORlWaYIjvqOzQ-PRRvgMC9/view?usp=sharing
- Word Wall
- Writing Paper
- Mentor Texts

Teacher Resources

- Units of Study for Teaching Writing- *Unit 3: Writing About Reading* by Lucy Calkins, Shanna Schwartz, Alexandra Marron, Elizabeth Dunford ISBN-13: 978-0-325-04730-0
- *The Writing Strategies Book* by Jen Seravallo
- *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* by Jeff Anderson
- *The Writing Minilessons Book - Grade 2* By Irene C Fontus and Gay Su Pinell
- Conferring Notes
- *Writing Pathways* by Lucy Calkins
- Chart paper
- Post-it notes

- Suggested Mentor Texts:
 - *Mercy Watson to the Rescue* by Kate DiCamillo
 - *Pinky and Rex and the Bully* by James Howe

Note: Teachers use diverse mentor texts from various genres. Some mentor texts shall include characters they can identify with and may incorporate information with multiple perspectives.

Stage 2 – Assessment Evidence

Formative Assessments:

- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Checklist- Opinion Writing - Grade 2
https://drive.google.com/file/d/1diJqtDqo_QORlWaYIjvqOzQ-PRRvgMC9/view?usp=sharing
- Writing about Reading
- Student Reflections
- Conferences
- Small Group Instruction

Summative Assessments:

- Learning Progressions-*Writing Pathways* by Lucy Calkins, page 82
- Rubric - ■ Gr 2 opinion rubric.pdf
<https://drive.google.com/file/d/1hTvOv-zSPYkwpypdpBkzcKZ5kGbgQliBM/view>
- Published piece taken through the writing process
- Opinion Post On-Demand Assessment on page 86 in the Writing Pathways Teacher Guide

Stage 3 – Learning Plan

Instructional Guidance-

☰ Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers ...
https://docs.google.com/document/d/1x4nBXksOiut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit

How to use the Writing Strategies Book-

☰ How to Use the Writing Strategies Book for Whole Group Lessons

Writing Workshop Training-

📄 Copy of New Teacher Training Writing Workshop UPDATED 2022
https://docs.google.com/presentation/d/1oKdxoBHc3V14EhqJGT8V0dL4f8Xd8t_WxGMm5r6kBNM/edit#slide=id.g24ec2fc189_0_0

**Conventions Unit 4: Punctuation in a Letter, Verb Tense and Shades of Meaning -
Approximately 4 days**

Standards:

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills

- b. Supply adjectives in noun phrases to make them more precise or engaging.
- d. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- e. Punctuate dates, abbreviations, **greetings and closings**, initials, important words in a title, and items in a list.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

The mini unit is intended to prepare students with foundational skills prior to writing in a specific genre.

*Teacher Resource: *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* by Jeff Anderson

*Teacher Resource: *The Writing Minilessons Book - Grade 2* By Irene C Fontus and Gay Su Pinell

Note: You may need a writing prompt for students in order to practice what they are learning in the mini unit. Students may also choose the topic to write about.

Punctuation in a Letter

Lesson - Write the Parts of a Letter - *The Writing Minilessons Book - Grade 2* - page 218

Objective: Understand and write the parts of a letter including the date, greeting, closing, signature, and sometimes a P.S.

Verb Tenses

NOTE: Verb tenses were practiced in the Word Study portion of Blevins Unit 1 Lesson 4 page 46 and Lesson 5 page 56.

Lesson - Have You Got the Time? Verb Tense - *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* - page 133

Objective: Understand and use verb tenses - past, present, and future.

Lesson - Highly Irregular: Nonconforming Verbs - *Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5* - page 138

Objective: Use and understand irregular verbs.

Shades of Meaning

Lesson - Shades of Meaning - *The Writing Strategies Book* - page 267

Objective: Choose and use more precise words in writing.

Writing About Reading - Approximately 16 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills

- b. Capitalize holidays, product names and geographic names.
- e. **Punctuate dates**, abbreviations, **greetings and closings**, initials, important words in a title, and items in a list.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- a. Introduce an opinion.
- b. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Immersion Sessions

This Writing Workshop term refers to the period before beginning a unit of study when a class explores several examples of texts within a genre. During this time, teachers and students read and enjoy these books interactively as readers (during read alouds). After the stories have been shared, they may be studied (during Writer's Workshop mini lesson) and read like a writer for the purpose of gaining a better understanding of how texts within a given unit of study are crafted. Immersion is an important phase of each unit of study because it helps children understand how different types of writing are constructed and how they are meant to sound. Immersion is meant to provide students a model to emulate in their own writing; with this model, the quality of student writing will have more opportunity for growth.

Part 1: Letter Writing: A Glorious Tradition - Approximately 6 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- a. Introduce an opinion.
- b. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- c. Identify audience and purpose before writing.
- d. Participate in self-evaluation of written work.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 1- Writing Letters to Share Ideas About Characters- page 2

In this session, you'll teach students that writers are often inspired by their reading and reach out to others to share ideas about characters.

Lesson - Session 2- Getting Energy for Writing by Talking - page 10

In this session, you'll teach students that writers use conversations as rehearsals for writing, and they need to be mindful of their writing energy.

Lesson - 3- Writers Generate More Letters: Developing New Opinions by Looking at Pictures - page 19

In this session, you'll teach students that writers look closely at the pictures in their books to help them develop opinions.

Lesson - Session 4- Writers Make their Letters about Books Even Better by Retelling Important Parts - page 27

In this session, you'll teach students that writers who write about books often need to retell part of the story in order to help their readers fully understand their opinions.

Lesson - Session 5- Keeping Audience in Mind - page 36

In this session, you'll teach students that writers write with a specific audience in mind, angling their writing toward their readers and writing as if they are talking to them.

Lesson - Session 6- Using a Checklist to Set Goals for Ourselves as Writers - page 44

In this session, you could teach students that writers use checklists to make sure they are doing everything they know to do to make their opinion pieces the best they can be, and they set goals for themselves to become even better opinion writers. This session includes a mini celebration.

Part 2: Raising the Level of Our Letter Writing - Approximately 4 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills

- a. Capitalize holidays, product names and geographic names.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- a. Introduce an opinion.
- b. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 7- Writing about More than One Part of a Book - page 48

In this session, you'll teach students that one way writers make their letter writing stronger is by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting.

Lesson - Session 9- Gathering More Evidence to Support Each of Our Opinions - page 64

In this session, you'll teach students that when supporting opinions about a text, writers look for multiple pieces of evidence to support each idea.

Lesson - Session 10- Why Is the Author Using a Capital Letter Here? - page 75

In this session, you'll teach children that authors can turn to mentor texts whenever they have a question about writing. In this case, they'll inquire into how and why an author uses capital letters. (Language standards addressed)

Lesson - Session 11- Publishing Our Opinions for All to Read - page 84

In this session, you'll teach students that writers often add fun little extras to fancy up their writing and draw in and entertain their readers.

Part 3: Writing Nominations and Awarding Favorite Books - Approximately 6 days

Standards:

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- a. Introduce an opinion.
- b. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 12- And the Nominees Are.... - page 94

In this session, you'll teach students that writers of nominations choose topics that they have strong opinions about, making cases for them by including evidence.

Lesson - Session 13- Prove It! Adding Quotes to Support Opinions - page 102

In this session, you'll teach students that opinion writers use specific evidence from the book to support their thinking. Sometimes the portion of the text that proves their opinion can be added directly to their writing through the use of quotation marks.

Lesson - Session 16- Writing Introductions and Conclusions to Captivate - page 128

In this session, you'll teach students that writers read and study the work of other writers and then try to incorporate what they have learned into their own writing. In this case, the focus will be on writing introductions and conclusions.

Lesson - Session 17- Using a Checklist to Set Writerly Goals - page 138

In this session, you'll teach students that writers use tools to help them evaluate their writing, figure out what they are doing well, and then make a plan for what they want to do better.

Lesson - Session 19- Awarding Our Favorites: A Book Fair Celebration - page 151

In this session, you could teach students that writers share their books-and nominations- with an audience, in hopes of convincing them to read the books they love.

The Day Before: Tell students, “Tomorrow you will have one writing workshop session to write about a topic that you know and care about, an issue around which you have strong feelings. You will have one writing workshop session to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and use information from a book or another source, you can bring it with you tomorrow. You will have only one workshop time, so you’ll need to plan, draft, revise, and edit in one sitting.” Encourage students to choose a topic that they are already familiar with, you have explored as a class, or a topic they are passionate about.

Session- Post Assessment On-Demand Opinion Writing Assessment found on page 182 in the Writing Pathways Teacher Guide

Say to students: “Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you’ll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.

“In your writing, make sure you:

- Name your opinion.
- Give reasons and evidence to explain why you have that opinion.
- Write an ending.”

Unit Plan Title	Poetry: Big Thoughts in Small Packages (Book 4)
Suggested Time Frame	Approximately 12 days

Overview / Rationale
<p>This poetry unit will help children deepen their understanding of poetry. First, students will learn that poets are sparked by objects and feelings that they translate to music on a page. This early part of the unit, with its special attention to sound, will develop students' readers' ears as they experiment with line breaks, as they come to understand that a poem is different from a story. A poem looks different from prose, and line breaks help a reader know when to pause.</p> <p>This unit progresses in part II, children will recognize that in a poem, choice and placement of words matter more than ever. They will admire and experiment with metaphor, deepening their ability to see like poets. You will not focus on teaching rhyme or forms such as haiku or diamante, but rather on meaning and crafting through repetition, metaphor, white space, and language. As you round part III, children will explore various natural structures of poems: story poems, poems with back-and-forth structure, list poems.</p>

Stage 1 – Desired Results
<p>2023 New Jersey Student Learning Standards for English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> a. Write legibly and with sufficient fluency to support composition. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <ul style="list-style-type: none"> a. Identify audience and purpose before writing. b. Participate in self-evaluation of written work. <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>
Interdisciplinary Standards
<p>2020 New Jersey Student Learning Standards- Social Studies</p>

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Essential Questions:

- How do you express your feelings?
- How do poets manipulate language to share a mood or a feeling?

Enduring Understandings:

- Poets see the world with their hearts and minds.
- Poets write on topics in fresh unique ways.

Knowledge:

Students will know...

- Poetry is written differently than fiction or nonfiction.
- Poets write about nature, common objects, and other details of the world around them.

Skills:

Students will be able to...

- Choose a topic for a poem about something that matters to them.
- Show their feelings about an object by using exact, precise words.

Student Resources

- Writer's Checklist - Narrative Writing - Grade 2
<https://drive.google.com/file/d/1Cugn8gd43pDIKCpBrb0sqckgdywYDCjF/view?usp=sharing>
- Word Wall
- Writing Paper
- Mentor Texts

Teacher Resources


- Units of Study for Teaching Writing- *Unit 4:Poetry: Big Thoughts in Small Packages* by Lucy Calkins, Shanna Schwartz, Alexandra Marron, Elizabeth Dunford ISBN-13: 978-0-325-04731
- *The Writing Strategies Book* by Jen Seravallo
- Conferring Notes
- *Writing Pathways* by Lucy Calkins
- Chart paper
- Post-it notes
- Suggested Mentor Text:
 - *Old Elm Speaks* by Kristine O’Connell George

Stage 2 – Assessment Evidence

Pre-Assessments:

- N/A

Formative Assessments:


- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Checklist - Narrative Writing Grade 2
<https://drive.google.com/file/d/1Cugn8gd43pDIKCpBrb0sqckgdywYDCjF/view?usp=sharing>
-  Check List Narrative_G2.pdf
https://drive.google.com/file/d/1QGdcrm8t0pJ_dhKf781qy9q6jp-SzKRs/view
- Writing about Reading
- Student Reflections
- Conferences
- Small Group Instruction

Summative Assessments:

- Learning Progressions
- Published piece taken through the writing process

Stage 3 – Learning Plan

Instructional Guidance-

-  Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers ...
https://docs.google.com/document/d/1x4nBXksOiut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit

How to use the Writing Strategies Book-

-  How to Use the Writing Strategies Book for Whole Group Lessons

Writing Workshop Training-

-  Copy of New Teacher Training Writing Workshop UPDATED 2022

Poetry: Big Thoughts in Small Packages - Approximately 12 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Immersion Sessions

This Writing Workshop term refers to the period before beginning a unit of study when a class explores several examples of texts within a genre. During this time, teachers and students read and enjoy these books interactively as readers (during read alouds). After the stories have been shared, they may be studied (during Writer's Workshop mini lesson) and read like a writer for the purpose of gaining a better understanding of how texts within a given unit of study are crafted. Immersion is an important phase of each unit of study because it helps children understand how different types of writing are constructed and how they are meant to sound. Immersion is meant to provide students a model to emulate in their own writing; with this model, the quality of student writing will have more opportunity for growth.

Part 1: Seeing with Poets' Eyes - Approximately 5 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Lesson - Session 1- Seeing with Poets' Eyes - page 2

In this session, you'll teach students that poets see the world through special lenses. They will see with both their hearts and minds, writing about the world in fresh, unusual ways.

Lesson - Session 2- Listening for Line Breaks - page 14

In this session, you'll teach students that poets are intentional about their line breaks, trying out a few possibilities until their words sound right to them.

Lesson - Session 3- Putting Powerful Thoughts in Tiny Packages - page 22

In this session, you'll teach students that poets choose topics that mean a lot to them, anchoring those topics in meaningful small moments, images, or objects.

Lesson - Session 4- Poet's Find Poems in the Strong Feelings and Concrete Details of Life - page 31

In this session, you'll teach students that poets are always on the lookout for poems, mining their notebooks and their lives for ideas that have strong feelings and concrete details.

Lesson - Session 5- Editing Poetry - page 39

In this session, you'll teach students that poets edit their poems, paying close attention to spelling. Young poets circle words that look misspelled and draw on strategies to fix them.

Part 2: Delving Deeper: Experimenting with Language and Sound to Create Meaning - Approximately 3 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Lesson - Session 7- Patterning Through Repetition - page 60

In this session, you'll teach students how poets repeat words, lines, sounds, and images to give their poems rhythm, sound, and music and to emphasize meaning.

Lesson - Session 8- Poems Are Moody - page 68

In this session, you'll teach students that poets consider the mood they want to convey in a poem, making sure that this mood matches the poem's meaning.

Lesson - Session 9- Using Comparisons to Clarify Feelings and Ideas - page 76

In this session, you'll teach students that poets can make meaning by comparing one thing to another.

Part 3: Trying Structures on for Size - Approximately 4 days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- c. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)

supply rhythm and meaning in a story, poem, or song.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Identify audience and purpose before writing.
- b. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Lesson - Session 11- Studying Structure - page 96

In this session, you'll teach students how poets experiment with different structures. Students will study two mentor poems with different structures (a conversation poem and a list poem) adding these structures to their repertoires.

Lesson - Session 14- Playing with Point of View - page 121

In this session, you'll teach students that poets sometimes write from a point of view other than their own.

Lesson - Session 16- Editing Poems: Reading Aloud to Find Trouble Spots - page 138

In this session, you'll teach students that poets often read their poems aloud to find trouble spots.

Lesson - Session 17- Presenting Poems to the World: An Author's Celebration - page 144

In this session, you'll celebrate students' work as poets, and they'll have an opportunity to share their poems with the larger community.

Unit Plan Title	Lab Report and Science Books: Writing About Science (Book 2)
Suggested Time Frame	Approximately 23 Days

Overview / Rationale
<p>The aim of this unit is to teach students more about information writing and, specifically, about the kinds of information writing that scientists are apt to do. During mini lessons and small groups students are taught not only about writing but also about force and motion and about the scientific method. This unit illuminates the work of being an information writer. Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. In the first part of this unit, students will study a shared class science topic, which is unusual because usually in a Writing Workshop students pursue topics of their own choosing and their instruction focuses on writing well, not on the content. Children jot and sketch as they go, getting a four-page lab report booklet started in the meeting area, with their hypotheses on one page, their procedures on another, their result on a third, and their conclusions on a fourth.</p> <p>In the second part of the unit, “Writing to Teach Others about Our Discoveries,” your goal will be to help your students begin to internalize the scientific procedures and writing processes they encountered in part I so they can teach others. By the end of this part, students will be able to independently design and conduct an experiment, recording their processes on the lab reports they construct as they progress through the work.</p>

Stage 1 – Desired Results
<p>2023 New Jersey Student Learning Standards for English Language Arts</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ol style="list-style-type: none"> Write legibly and with sufficient fluency to support composition. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ol style="list-style-type: none"> Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh. <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ol style="list-style-type: none"> Most often used words in English: <ol style="list-style-type: none"> Irregular words (against, many, enough, does). Pattern-based words (which, kind, have). <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ol style="list-style-type: none"> With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Standards

2020 New Jersey Student Learning Standards – Science

Motion and Stability: Forces and Interaction

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2 Make observations and/or measurements of an object’s motion and provide evidence that a pattern can be used to predict future motion.

Engineering Design

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Career Readiness, Life Literacies, and Key Skills (2020)**New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking**2020 New Jersey Student Learning Standards – Computer Science and Design Thinking**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Essential Questions:

- What are ways to present all that I know about a topic?
- How do I become an expert in my area of study?
- What kinds of writing can be included in my presentation on one topic?

Enduring Understandings:

- Writers gather information about their topic through a variety of ways.
- Informational writers use mentor texts to emulate an author's ideas or approach.
- Information writers grow knowledge by thinking like scientists.

Knowledge:

Students will know...


- Scientists write about the world around them.
- Scientists experiment to answer lingering questions.
- Writers use what they know about nonfiction writing to teach others what they have learned.

Skills:

Students will be able to...


- Pose questions
- Write a hypothesis
- Conduct an experiment
- Write all parts of a lab report
- Draw conclusions
- Organize data using charts or graphs

Student Resources	
<ul style="list-style-type: none"> • Writer’s Checklist-Informational Writing - Grade 2 https://drive.google.com/file/d/1GnHrF2Vta-AwLgq3Iv1li_epNLc7bJ4F/view?usp=sharing • Word Wall • Writing Paper • Mentor Texts 	
Teacher Resources	
<ul style="list-style-type: none"> • Units of Study for Teaching Writing- <i>Unit 2: Lab Reports and Science Books</i> by Lucy Calkins, Lauren Kolbeck, Monique Knight ISBN-13: 978-0-325-04729-4 • <i>The Writing Strategies Book</i> by Jen Seravallo • <i>Patterns of Power: Inviting Young Writers into the Conventions of Language Grades 1-5</i> by Jeff Anderson • <i>The Writing Minilessons Book - Grade 2</i> By Irene C Fontus and Gay Su Pinell • Conferring Notes • <i>Writing Pathways</i> by Lucy Calkins • Chart paper • Post-it notes • Suggested Mentor Text: <ul style="list-style-type: none"> ◦ <i>Forces and Motion</i> by John Graham and John Le Jars 	

Stage 2 – Assessment Evidence	
Pre-Assessments:	
<ul style="list-style-type: none"> • N/A 	
Formative Assessments:	
<ul style="list-style-type: none"> • Learning Progressions- <i>Writing Pathways</i> by Lucy Calkins, page 82 • Checklist - Informational Writing - Grade 2 https://drive.google.com/file/d/1GnHrF2Vta-AwLgq3Iv1li_epNLc7bJ4F/view?usp=sharing • Writing about Reading • Student Reflections • Conferences • Small Group Instruction 	
Summative Assessments:	
<ul style="list-style-type: none"> • Learning Progressions- <i>Writing Pathways</i> by Lucy Calkins, page 82 • Rubrics -  Gr 2 inform. rubric.pdf https://drive.google.com/file/d/1424yAKcA0XChaZXffoCA6qE_HcwtsDfD/view • Published piece taken through the writing process • Information Writing Post On-Demand Assessment on page 128 in the Writing Pathways Teacher Guide 	

Stage 3 – Learning Plan


Instructional Guidance-

 Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers ...
https://docs.google.com/document/d/1x4nBXksOiut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit

How to use the Writing Strategies Book-

 How to Use the Writing Strategies Book for Whole Group Lessons

Writing Workshop Training-

 Copy of New Teacher Training Writing Workshop UPDATED 2022
https://docs.google.com/presentation/d/1oKdxoBHc3V14EhqJGT8V0dL4f8Xd8t_WxGMm5r6kBnM/edit#slide=id.g24ec2fc189_0_0

Conventions Unit 5: Editing and Proofreading Approximately 5 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.
- b. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- d. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills

- a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

The mini unit is intended to prepare students with foundational skills prior to writing in a specific genre.

*Teacher Resource: *The Writing Minilessons Book - Grade 2* By Irene C Fontus and Gay Su Pinell

Note: For this convention unit students should have several writing pieces from previous units to practice editing and proofreading.

Editing and Proofreading:

Lesson - Make Sure Your Writing Makes Sense - *The Writing Minilessons Book - Grade 2* - page 544

Objective: Proofread and edit writing to make sure sentences make sense.

Lesson - Make Sure You Made Your Letters Easy to Read - *The Writing Minilessons Book - Grade 2* - page 546

Objective: Reread writing to check for correct letter formation, proportion, and orientation so the reader can understand the message.

Lesson - Make Sure You Wrote the Words You Know Correctly - *The Writing Minilessons Book - Grade 2* - page 548

Objective: Reread writing to check or correct spelling so the reader can understand the message.

Lesson - Check Your Punctuation and Capitalization - *The Writing Minilessons Book - Grade 2* - page 550

Objective: Edit for capitalization and punctuation.

Lesson - Use a Proofreading Checklist - *The Writing Minilessons Book - Grade 2* - page 552

Objective: Use proofreading checklist to make writing clear and easy for the reader to understand.

NOTE: Further convention lessons on editing and proofreading can be found in the *The Writing Strategies Book* by Jen Seravallo for additional lessons, small groups or one-on-one conferring.

Unit 5: Lab Report and Science Books - Approximately 18 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- g. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Immersion Sessions

This Writing Workshop term refers to the period before beginning a unit of study when a class explores several examples of texts within a genre. During this time, teachers and students read and enjoy these books interactively as readers (during read alouds). After the stories have been shared, they may be studied (during Writer's Workshop mini lesson) and read like a writer for the purpose of gaining a better understanding of how texts within a given unit of study are crafted. Immersion is an important phase of each unit of study because it helps children understand how different types of writing are constructed and how they are meant to sound. Immersion is meant

to provide students a model to emulate in their own writing; with this model, the quality of student writing will have more opportunity for growth.

Part 1: Writing As Scientists Do - Approximately 10 Days

NOTE: Many of the lessons in this unit will take more than one writing session to complete due to experiments that must be conducted and the amount of writing that students will complete. One suggestion is to do the experiments as a whole class instead of sending students off to conduct them on their own. This allows for more guidance and direction as well as the students having a better understanding of the tasks they are observing and writing about.

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 1- Learning to Write about Science - page 2

In this session, you'll teach students that scientists study the world around them, pose questions and hypotheses, conduct experiments, and write about their results in lab reports.

Lesson - Session 2- Studying a Mentor Text: Procedural Writing - page 12

In this session, you'll teach students that writers study mentor texts when learning to write a new kind of writing, like procedural writing, asking what the author has done that they could try as well.

Lesson - Session 3- New Wonderings, New Experiments - page 20

In this session, you'll teach students that scientists-like writers-go through a process. And just like writers, scientists come up with their own ideas for what to write about. They decide on a question they want to find out about and then plan and test their question with an experiment, recording all the steps as they go.

Lesson - Session 4- Authors Share Scientific Ideas/Conclusions - page 29

In this session, you'll teach students that scientists spend a lot of time writing and thinking about their conclusions. They push themselves to ask Why? and then offer the best explanation they can based on their results. In this way, their conclusions often lead to more investigations and research.

Lesson - Session 5- Scientists Learn From Other Sources as Well as from Experiments - page 36

In this session, you'll teach students that when scientists want to improve their writing, they learn more about what they are investigating. That is, scientists improve their writing by learning more science and then revise their writing based on what they've learned.

Lesson - Session 6- Student Self-Assessment and Plans - page 44

In this session, you'll teach students that writers self-assess, making sure their writing reflects all they know how to do. Then they set goals for themselves, making plans to improve as writers of informational texts.

Part 2: Writing to Teach Others About Our Discoveries - Approximately 8 Days

NOTE: Many of the lessons in this unit will take more than one writing session to complete due to experiments that must be conducted and the amount of writing that students will complete. One suggestion is to do the experiments as a whole class instead of sending students off to conduct them on their own. This allows for more guidance and direction as well as the students having a better understanding of the tasks they are observing and writing about.

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic clearly.
- b. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 7- Remember All You Know about Science and about Scientific Writing for New Experiments - page 52

In this session, you'll teach students that scientists bring all they know about writing and about science to new experiments, drawing on all their knowledge to write well and conduct precise and replicable experiments.

Lesson - Session 8- Studying a Mentor Text: The “Results” Page - page 62

In this session, you could teach students that writers look to mentor texts for ideas about how to organize their writing.

Lesson - Session 9- Comparing Results and Reading More Expert Materials to Consider New Questions - page 66

In this session, you’ll teach students that scientists compare the results of their experiments against other scientists’ results, using these comparisons to grow and extend their thinking.

Lesson - Session 10- Designing and Writing a New Experiment - page 73

In this session, you’ll teach students that scientists revisit their initial experiments and ask, “What do I still wonder?” Then, they use their initial results and writing to generate new experiments.

Lesson - Session 11- Editing: Domain-Specific Language - page 79

In this session, you’ll teach students that scientists use domain-specific language when speaking and writing about their topics. They do this so that they are as precise as they can be when talking about their experiments and to show their audience that they are experts in their field.

The Day Before: Tell students, “Tomorrow you will have one writing workshop session to write an informative text (all about, how-to, expertise) that teaches others interesting and important information and ideas about a topic of your choice. If you want to find and use information from a book or another outside source to help you with this writing, you may bring it with you tomorrow. You will have one workshop time, so you’ll need to plan, draft, revise, and edit in one sitting.” Encourage students to choose a topic that they are already familiar with (i.e., baseball, dance, dogs...) so that they do not need to research in order to complete the prompt.

Session-Post Assessment On-Demand Information Writing Assessment found on page 182 in the Writing Pathways Teacher Guide

Say to students: “Think of a topic that you’ve studied or that you know a lot about. Tomorrow, you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you’ll have only this one period to complete this, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.

“In your writing, make sure you:

- Introduce the topic you will teach about.
- Include lots of information.
- Organize your writing.
- Use transition words.
- Write an ending.”

Unit Plan Title	Writing Gripping Fictional Stories (If...Then...)
Suggested Time Frame	Approximately 21 Days

Overview / Rationale

In this unit, second grade writers get to build upon the skills they developed for writing narratives. Instead of having to write about small moments that happened in their lives, children are able to invent their own fictional characters and tell realistic fiction stories about them. Just like in previous units, children will be asked to look at various mentor texts in order to see how mentor authors have created fictional characters and the stories that involve those characters.

This unit puts a priority on story structure. Throughout the unit, students are taught that good stories contain tension that continues to build from scene to scene. They will learn that characters will encounter obstacles on the road towards getting what they want. By teaching the students how to add tension to their stories, it can help them create “edge of your seat stories”. Students will also strive during this unit to make sure that they show using details instead of just telling their readers what to expect. One of the biggest goals of this unit is to increase writing volume in addition to raising the quality of the writing that your second graders produce.

Stage 1 – Desired Results

2023 New Jersey Student Learning Standards for English Language Arts

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.
- c. With feedback and digital or print tools such as a primary dictionary, find and correct errors

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Standards

2020 New Jersey Student Learning Standards- Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Career Readiness, Life Literacies, and Key Skills

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I know about writing powerful personal narratives to improve my fiction writing? • How can I use what I know about writing with details and suspense to write lots of interesting fictional stories? • How can I revise my fictional stories? How can I make big changes to my story, especially stretching out the important parts? • What new goals can I set for my writing and my revision so I write the best possible fictional stories? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Fictional narrative stories can be written about many different places and events. • Good fictional writing is told bit-by-bit in order to increase tension. • In order to bring characters to life readers need to make sure they show not tell. • Using checklists can help them see what they still need to work on in their writing. • Writers make sure that their readers learn life lessons at the end of their stories.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Writers use different strategies to build tension in their stories • Writers add internal thinking to help develop characters 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Generate story ideas using a fictional character, a real life event, or a place • Rehearse and plan for stories, paying careful attention to language and structure. • Determine that narratives include elements such as, dialogue, action, thought, temporal words to signal event order, and setting details. • Revise and elaborate your story to create tension, convey meaning, and consider different possibilities.

Student Resources
<ul style="list-style-type: none"> • Writer’s Checklist - Narrative Writing Grade 2 https://drive.google.com/file/d/1Cugn8gd43pDIKCpBrb0sqckgdywYDCjF/view?usp=sharing • Word Wall • Writing Paper • Mentor Texts
Teacher Resources
<ul style="list-style-type: none"> • <i>If...Then...Curriculum</i> by Lucy Calkins with Julia Mooney pages 38-51 ISBN-13: 978-0-325-04812-3 • <i>The Writing Strategies Book</i> by Jen Seravallo • Conferring Notes • <i>Writing Pathways</i> by Lucy Calkins • Chart paper • Post-it notes

- Suggested Mentor Texts:
 - *Pinky and Rex* Series by James Howe
 - *Iris and Walter* Series by Elissa Guest
 - *Mr. Putter and Tabby* Series by Cynthia Rylant
 - Any previously read mentor text or read aloud (narrative)

Stage 2 – Assessment Evidence

Formative Assessments:

- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Writing about Reading
- Student Reflections
- Conferences
- Small Group Instruction

Summative Assessments:

- Learning Progressions- *Writing Pathways* by Lucy Calkins, page 82
- Published piece taken through the writing process

Stage 3 – Learning Plan

Instructional Guidance-

☰ Elem. Writing Instruction Checklist- Guidance for administrators and elementary teachers ...
https://docs.google.com/document/d/1x4nBXksOitut4aP9ugJ3v5D2BEIWIjgl_YXYnn3nfEEY/edit

How to use the Writing Strategies Book-

☰ How to Use the Writing Strategies Book for Whole Group Lessons

Writing Workshop Training-

📄 Copy of New Teacher Training Writing Workshop UPDATED 2022
https://docs.google.com/presentation/d/1oKdxoBHc3V14EhqJGT8V0dL4f8Xd8t_WxGMm5r6kBnM/edit#slide=id.g24ec2fc189_0_0

Unit 7: Writing Gripping Fictional Stories (If...Then...) - Approximately 21 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.
- c. With feedback and digital or print tools such as a primary dictionary, find and correct errors

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Immersion Sessions

This Writing Workshop term refers to the period before beginning a unit of study when a class explores several examples of texts within a genre. During this time, teachers and students read and enjoy these books interactively as readers (during read alouds). After the stories have been shared, they may be studied (during Writer's Workshop mini lesson) and read like a writer for the purpose of gaining a better understanding of how texts within a given unit of study are crafted. Immersion is an important phase of each unit of study because it helps children understand how different types of writing are constructed and how they are meant to sound. Immersion is meant to provide students a model to emulate in their own writing; with this model, the quality of student writing will have more opportunity for growth.

Part 1: Generating and Writing Several Small Moment Stories - Approximately 7 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- d. Use concrete words and phrases and sensory details to convey experience and events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- b. Participate in self-evaluation of written work.
- c. With feedback and digital or print tools such as a primary dictionary, find and correct errors

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 1: Starting a Realistic Fiction Story

In this session, you'll teach students that when you write realistic fiction, you imagine a pretend character. Then you pretend things about that character-where the character is, what the character does, and especially the trouble he or she gets in.

Lesson - Session 2: Generating Ideas by Thinking of a Character's Problem

In this session, you'll teach students that one way realistic fiction writers think of an idea is by thinking about our own emotions or problems.

Lesson - Session 3: Generating Ideas from Real Life

In this session, you'll teach students that sometimes writers get ideas for their stories from their own lives. One way you can do this is to think of something that happened to you-- maybe a

problem you had-- or a time you had a strong feeling-- and then make it even more scary, funny, or strange than it was in real life.

Lesson - Session 4: Generating Ideas from a Setting

In this session, you'll teach students that one way we can generate ideas for realistic fiction is by thinking about places we know.

Lesson - Session 5: Introducing Characters and Setting on the First Page

In this session, you'll teach students that writers hook their readers by introducing the character and the setting on the first page.

Lesson - Session 6: Adding Tension within the Story

In this session, you'll teach students that one way to improve a story is not just to add additional pages at the end but add more tension inside the story.

Lesson - Session 7: Sharing Your Story With a Partner

In this session, you'll teach students that one way to check if your realistic fiction story is having the effect you wanted is to read it to a partner. As you read it to your partner, you can check in and make sure that it is having the desired effect.

Added Lesson - Use Your Resources to Spell - *The Writing Strategies Book* by Jen Seravallo - page 307

You'll teach students that when trying to spell a word (or editing to correct the spelling of a word), stop and ask themselves, "Have I seen that word written somewhere else before?" Check the chart, book, or tool where that word may appear.

Part 2: Revise with Intention: Pull Readers to the Edge of Their Seats - Approximately 6 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.

- d. Use concrete words and phrases and sensory details to convey experience and events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 8: Storytelling with Detail Instead of Summarizing

In this session, you'll teach students that one important thing that writers do is make sure that they are telling their story using details instead of just summarizing what happened. Writers start by thinking about what their story is about and then envision not only what will happen in each scene but how it will happen.

Lesson - Session 9: Writers Lean on Their Favorite Authors

In this session, you'll teach students that writers often turn to their favorite authors in order to notice things that they do, that make their books the ones we love. As you read a book over, stop if you find a place you love, look closely at what the writer did to make that part so great, and then try that same move in your writing.

Lesson - Session 10: Paying Attention to Both the Inside and Outside of Characters

In this session, you'll teach students that one of the secrets to good fiction writing is to make sure that you pay attention to what's happening both outside of the character, and inside.

Lesson - Session 11: Building Tension

In this session, you'll teach students that you want the readers of your stories to think that, too, but they need your help. They need you to drop a hint here or there. You can do this by sharing what a character thinks or feels early on in the story, to set the stage for what will happen next.

Lesson - Session 12: Adding More Hurdles for Your Character

In this session, you'll teach students that as your story continues, one way you can make it more interesting is by adding more hurdles for the character. When you do this, you leave your reader thinking, "What is going to happen next?!".

Lesson - Session 13: : Taking Stock: Writers Use Checklists to Set Goals

In this session, you'll teach students that just as dancers and athletes work hard, practice, and then get stronger, writers can do that, too. Sometimes, this work takes five minutes, sometimes a day, and sometimes even a whole month! Writers work hard to get better. Writers set goals and make plans to work toward these goals.

Part 3: Repeat the Process and Accumulate Lessons Along the Way - Approximately 7 Days

Standards:

L.WF.2.1. Demonstrate command of the conventions of writing.

- a. Write legibly and with sufficient fluency to support composition.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements

- a. Orient the reader by establishing a situation and introducing characters; Organizing an event sequence.
- b. Provide dialogue in description of experiences and events and/or show the responses of characters to situations.
- c. Use transitional words to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experience and events.
- e. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- a. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson - Session 14: Setting Goals for a New Writing Piece

In this session, you'll teach students that whenever you are ready to begin a new piece of writing, or to revise something you have already written, it helps to ask yourself, "What did I do in my last story that made it so good I want to do it again? What else might I try?"

Lesson - Session 15: Revising to Show Not Tell

In this session, you'll teach students that one reason to revise is to elaborate. Writers look for places in their writing where they just told what was going to happen and think about how they can stretch that part out to tell it bit by bit.

Lesson - Session 16: Writing Satisfying Endings

In this session, you'll teach students that readers love when a story ends with a satisfying result. One way that writers can create this kind of ending is to tell how the problem was solved and tell how the story ended.

Lesson - Session 17: Using Dialogue to Help the Story Unfold

In this session, you'll teach students that one way to make your story come to life is to add realistic dialogue. Writers of fiction often think about how characters speak in order to show off their personality.

Lesson - Session 18: Adding a Theme to Your Ending

In this session, you'll teach students that writers make sure their characters learn life lessons. Writers ask themselves, "What does my story teach other people?" Then writers make sure their writing ends in a way that teaches their readers this lesson.

Lesson - Session 19: Using Mentor Texts to Teach the Lesson

In this session, you'll teach students that another way writers can add the lesson to their writing is to study mentor authors. Writers can look back at what these authors did at the beginning and end of the story to clue the reader into the big idea. Then the writer can try this in their writing.

Lesson - Session 20: Polishing Up Your Writing for Publishing

In this session, you'll teach students that when you celebrate your writing you should pick the story that is the most significant and then polish it up!

NEPTUNE TOWNSHIP SCHOOL DISTRICT
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