

Writing

Grade 2

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Grade 2 Writing Curriculum

Course Description:

This curriculum follows the Writer’s Workshop model. It is student centered and allows students to develop foundational skills while also fostering a love of writing. Throughout each unit, the focus remains on developing writing skills by providing the opportunity to write frequently. Writers will engage in autonomous and child focused writing at their own developmental pace. Each developmentally appropriate unit focuses on a specific genre. Second grade writing genres include personal narrative, persuasive letters, all about books, realistic fiction, and biographies. As writers move through each unit, they will follow the primary writing process of generating ideas, “think,say,sketch”, drafting, making drafts better by trying out new skills and strategies, choosing, revising, editing, and publishing while becoming proud authors. Second grade students will use tools and learned strategies to become conventional writers. Students will be able to apply taught strategies and transfer writing skills into various writing pieces over various genres. Second grade writers will develop a core foundation through the Second Grade Writer’s Workshop curriculum.

Course Sequence:

- Unit 1: Family Stories (32 days)
- Unit 2: Persuasive Letters (32 days)
- Unit 3: Question & Answer Books (31 days)
- Unit 4: Realistic Fiction (35 days)
- Unit 5: Biography (37 days)

Prerequisite: Kindergarten and first grade writing

Unit # 1**Overview****Content Area:** ELA--Writing**Unit Title:** Personal Narrative--Family Stories**Grade Level:** Second

Core Ideas: Writers will read a variety of small moment stories and note elements of the personal narrative genre. They will write small moment personal narrative stories around the theme of family. The true stories are told in first person and will focus on one event. The published product will be a collection of their stories in a book format. They will present their books to their peers.

Standards (Content and Technology):**CPI#:** **Statement:****Performance Expectations (NJSL)**

W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
L.2.1	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
L.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Career Readiness (9.2), Life Literacies, and Key Skills (9.1, 9.4)

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

Computer Science and Design Thinking (8)

8.1.2.NI.3 Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

Interdisciplinary Connection6.1.2.CivicsPR
.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good**Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)**Self
Awareness Recognize one's personal traits, strengths and limitations**Unit Essential Question(s):**

- Why do writers write?
- How do writers move through the writing process?
- Why do writers share stories about their families?

Unit Enduring Understandings:

- Writers write for a variety of purposes--to express opinions, tell about important events, teach others, ask questions, persuade.
- Writers generate ideas, draft, revise, edit, and publish their work.
- Writers know that writing family stories let us share experiences and hold onto memories.

Evidence of Learning**Formative Assessments:**

- Conferences--use conference notes
- Observations--level of independence
- Examine folders

Summative/Benchmark Assessment(s):

- Preassessment--write about a family memory
- Published Piece--use rubric or checklist
- Post-assessment--write about a family memory (Day 1: Plan and write, Day 2: Revise and edit)

Alternative Assessments:

- Student Daily Writing Folders

Resources/Materials: <ul style="list-style-type: none"> ● Mentor Texts <ul style="list-style-type: none"> ○ Assorted books by Tomie Depaola ○ <u>Henry and Mudge</u> (choose ones that show family memories) ○ <u>Knuffle Bunny</u> series ○ <u>Owl Moon</u> ○ <u>My Rotten Redheaded Older Brother</u> ○ <u>Too Many Tamales</u> ○ <u>The Relatives Came</u> 	Key Vocabulary: <ul style="list-style-type: none"> ● t-chart ● beginning ● middle ● end ● strong lead ● strong ending ● dialogue ● descriptive details ● checklist ● editing ● revising ● publishing
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Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Learning routines and management of writer's workshop.	Writers will: <ul style="list-style-type: none"> ● understand why writers write ● practice the structure of writers workshop ● understand procedures of writers workshop ● get writing partners and practice communicating ● participate in 1 to 1 writing conferences or small groups 	Students will be introduced to different concepts/strategies and will implement them in their independent writing books.	5 days
Generating ideas for small moment stories around the theme of family.	Writers will write family stories and share their own family stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● Create t-charts to assist in planning ● Make lists to assist in planning 	5 days
Drafting several stories around the theme of family.	Writers will: <ul style="list-style-type: none"> ● plan their stories ● sketch their stories ● create strong leads for their stories ● include feelings in their pictures and words ● create strong endings for their stories 	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● Tell stories across their fingers to themselves and to their partner. ● Use a 3-5 page booklet 	9 days
Writers will choose and revise small moment stories.	Writers will revise their writing stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● Adding dialogue ● Adding descriptive language ● Use checklist to assist in process 	3 days
Writers will edit small	Writers will edit their writing stories.	Students will be introduced to different concepts/strategies and will	2-3 days

moment stories.		implement them in their independent writing books. <ul style="list-style-type: none"> ● Capitalization ● Organization ● Punctuation ● Spelling 	
Writers will publish small moment family stories.	Writers will publish their writing stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● create final drafts with covers, titles, colored illustrations, and neat handwriting ● read their stories aloud ● read other stories and make comments 	5 days

Teacher Notes:

- Allow one period for students to demonstrate their strengths and weaknesses in this genre.
 - Suggested topic: “Write about a family memory”

Additional Resources:

- Writing paper
- Anchor chart for “Why Writers Write”
- Anchor charts--”What does WW look like?”, “When you’re done, you’ve just begun”
- Use anchor chart to show elements of narrative writing
- Create a chart of lead techniques that students can choose from
- Second Grade Student Learning Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade2.pdf

Differentiation/ Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on writers’ intrinsic motivations 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow 504 modifications

Unit # 2**Overview****Content Area:** Writing**Unit Title:** Persuasive Letters**Grade Level:** Second

Core Ideas: Writers will write persuasive letters about topics they are passionate about. These letters will contain a strong claim with supporting reasons and details. The writing pieces will be in the format of a letter. Letters will be mailed to the intended recipients with hopes of a response.

Standards (Content and Technology):

CPI#:	Statement:
Performance Expectations (NJSLs)	
L.2.1	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Career Readiness (9.2), Life Literacies, and Key Skills (9.1, 9.4)

9.1.2.FP.1	Explain how emotions influence whether a person spends or saves
9.1.2.FP.2	Differentiate between financial wants and needs
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.

Computer Science and Design Thinking (8)

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.2.2.ED.4	Identify constraints and their role in the engineering design process.
8.2.2.NT.2	Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Interdisciplinary Connection

6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
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Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)

Social Awareness	Demonstrate an understanding of the need for mutual respect when viewpoints differ
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Unit Essential Question(s):

- How can we use writing to convince others to share our opinions?
- How do writers persuade their audience through a letter?

Unit Enduring Understandings:

- Writers write for a variety of purposes--to express opinions, tell about important events, teach others, ask questions, persuade
- Writers generate ideas, draft, revise, edit, and publish their work.
- Writers know that sharing their opinions with reasons and details can be used to persuade their audience.

Evidence of Learning**Formative Assessments:**

- Conferences--use conference notes
- Observations--level of independence
- Examine folders

Summative/Benchmark Assessment(s):

- Preassessment--write a letter to someone in your family trying to persuade them to take you to a certain place
- Published Piece--use rubric or checklist

- Post-assessment--write a letter to convince the principal for a change that you would like to see at lunch or recess (Day 1: Plan and write, Day 2: Revise and edit)

Resources/Materials:● **Mentor Texts**

- I Wanna Iguana (K. Kaufman Orloff)
- I Wanna New Room (K. Kaufman Orloff)
- Dear Mrs. LaRue--Letters from Obedience School (M. Teague)
- Click, Clack Moo: Cows That Type (D. Cronin)
- Can I Have a Stegosaurus Mom? (L.G. Grambling)
- Stephanie's Ponytail (R. Munsch)
- Don't Let the Pigeon Drive the Bus (M. Willems)

Key Vocabulary:

- facts
- opinions
- transition words
- details
- reasons
- graphic organizers
- letter
- envelope
- checklist

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What are opinions?	Writers will differentiate between facts and opinions	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● use mentor texts to identify opinion statements, reasons, and details 	3 days
Generating ideas for opinion writing.	Writers will generate ideas for writing opinions	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● create lists of changes they would like to see at home, at school, and in their community ● create lists of things they want more of 	3 days
Drafting several opinion pieces.	Writers will draft their opinion pieces.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● utilize graphic organizers ● include strong lead ● include three reasons and details ● include transition words ● include strong conclusion 	10 days
Writers will draft their opinions in a letter format	Writers will create opinion letters.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● include strong lead ● include three reasons and details ● include transition words ● include strong conclusion 	5 days
Writers will choose and revise their	Writers will revise their writing stories.	Students will be introduced to different concepts/strategies and will	3 days

persuasive letters		implement them in their independent writing books. <ul style="list-style-type: none"> • Adding descriptive language • Use checklist to assist in process 	
Writers will edit their persuasive letters	Writers will edit their writing stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> • Capitalization • Organization • Punctuation • Spelling 	3 days
Writers will publish their persuasive letters	Writers will publish their writing stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> • create final drafts with addressed envelopes • read their letters aloud 	5 days

Teacher Notes:

- Allow one period for students to demonstrate their strengths and weaknesses in this genre.
 - Suggested topic: write a letter to someone in your family trying to persuade them to take you to a certain place

Additional Resources:

- Paper choices
- Anchor charts--What is opinion writing? Why do authors use persuasive writing?
- Anchor chart of strong claim language (sentence starters)
- Anchor chart of transition words and phrases
- Checklist to revise and self-evaluate
- Anchor chart of editing procedures
- Partner editing checklist
- Second Grade Student Learning Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade2.pdf

Differentiation/ Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions, and permit drawing, as an explanation • Accept participation at any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on writers' intrinsic motivations 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions, and permit drawing, as an explanation • Accept participation at any level, even one word • Consult with Case Managers and follow 504 modifications

Unit # 3**Overview****Content Area:** Writing**Unit Title:** Question and Answer Informational Books**Grade Level:** Second

Core Ideas: Writers will read a variety of informational texts and note their format, especially the different types of text and graphic features. Writers will choose an area in which they consider themselves experts. They will develop a list of questions they can answer about their topic without researching. Writers will answer these questions using a variety of formats including All About pages, a diagram, a how to, fun facts, glossary, etc... Writers will compile their pages together into a Q & A book.

Standards (Content and Technology):**CPI#:** **Statement:****Performance Expectations (NJSL)**

W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
R.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
1.2.2.Pr4a	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

Career Readiness (9.2), Life Literacies, and Key Skills (9.1, 9.4)

9.1.2.PB.2	Explain why an individual would choose to save money
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

Computer Science and Design Thinking (8)

8.1.2.NI.4	Explain why access to devices need to be secured.
8.2.2.NT.1	Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.

Interdisciplinary Connection

6.1.2.CivicsC M.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).
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Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)

Self Management	Recognize the skills needed to establish and achieve personal and educational goals
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Unit Essential Question(s):

- How can we use writing to share information about a specific topic on which we are an “expert”?
- How can we use different types of text features to convey information?

Unit Enduring Understandings:

- Writers write for a variety of purposes--including to share information on a specific topic or to teach others
- Writers generate ideas, draft, revise, edit, and publish their work.
- Writers understand that nonfiction writing includes facts rather than stories or opinions

Evidence of Learning

Formative Assessments:

- Conferences--use conference notes
- Observations--level of independence
- Examine folders

Summative/Benchmark Assessment(s):

- Preassessment--Choose a topic in which you consider yourself an expert. Write a Table of Contents for a book about that topic. Choose one chapter to write.
- Published Piece--use rubric or checklist

Resources/Materials:

- Variety of paper choices for each text feature
- Any informational books

Key Vocabulary:

- T-chart
- Facts
- Text Features
 - Photographs
 - Captions
 - Vocabulary Words
 - Glossary
 - Maps
 - Charts
 - Diagram
 - Label
- Table of Contents
- Heading
- Subheading
- Text Structures
 - Description
 - Sequence
 - List
 - Compare and Contrast
 - Chronological Order
 - Problem and Solution
 - Cause and Effect
- Chapters
- Brainstorm
- Topic
- Introduction
- Revise

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Generating ideas from student interests.	Writers will generate ideas based off student interests.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● Contrast an informational book to a storybook. Make a T-chart of the differences. ● generate a list of possible topics that are important to them. ● list topics that they are interested in and what they already know about. ● share as much information that they already know about 	6 days

		their ideas in partnerships and with the whole class (list/sketch for each category)	
Collecting information on their topic based on what they already know.	Writers will write factual information on a specific topic	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> choose a topic that they are interested in writing about. list what they know about the topic across their fingers and on a web or list paper. 	3 days
Writers will plan before writing.	Writers will plan before writing.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> create questions about the topic using questions: Why, Where, When, What, and How. explain that each question can become its own chapter decide which “expert words” to include in their writing piece. create webs for each question with as much detail about their topic as possible. 	5 days
Writers organize information into meaningful categories.	Writers will elaborate facts with supporting details.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> choose a writing template to organize ideas. Examples: <ul style="list-style-type: none"> All About Page How to page Diagram Maps Cut-Away Fun Facts Glossary Table of contents Tables: As needed 	8 days
Writers revise for appropriate text features and writing.	Writers will revise informational books	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> make sure the information matches the question make sure all the information is accurate ask a partner to read a page to see if they have questions they might need to answer or 	4 days

		<ul style="list-style-type: none"> clarify. ● make sure the words and text features match on each page. ● make sure they are teaching information and not telling stories or opinions on each part. ● use transitional words to connect their ideas and show how information goes together. ● use specific vocabulary in their sentences 	
Writers edit for spelling, content specific words, end punctuation and capitals.	Writers will edit informational books	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● Capitalization ● Organization ● Punctuation ● Spelling 	5 days
Writers will publish their informational books	Writers will publish their writing stories.	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● create final drafts with covers, titles, colored illustrations, and neat handwriting ● read their stories aloud ● read other stories and make comments 	5 days

Teacher Notes:

- Allow one period for students to demonstrate their strengths and weaknesses in this genre.
 - Choose a topic in which you consider yourself an expert. Write a Table of Contents for a book about that topic. Choose one chapter to write.

Additional Resources:

- Offer different paper choices for students to choose
- Anchor Charts for possible page formats:
 - Non-fiction text features
 - How to
 - Fun Facts
 - All About Page
 - Diagram/Maps/ Cut-away
 - Glossary
 - Tables
- Anchor charts for text features
- Anchor charts for text structures
- Planning formats
- Second Grade Student Learning Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLA-ELA_Grade2.pdf

Differentiation/ Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506 Students
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Midland Park Public Schools

<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on writers' intrinsic motivations 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow 504 modifications
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Unit # 4**Overview****Content Area:** Writing**Unit Title:** Realistic Fiction**Grade Level:** Second**Core Ideas:**After being immersed in realistic fiction, students will create their own realistic fiction stories. The main characters will be a second grade child and the primary conflict will be a typical “second grade trouble.”**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
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W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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L.2.1	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Career Readiness (9.2), Life Literacies, and Key Skills (9.1, 9.4)

9.4.2.DC.1	Explain differences between ownership and sharing of information
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9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)
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Computer Science and Design Thinking (8)

8.1.2.AP.3	Create programs with sequences and simple loops to accomplish tasks.
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Interdisciplinary Connection

6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)

Responsible Decision Making	Identify the consequences associated with one’s actions in order to make constructive choices
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Unit Essential Question(s):

- What is realistic fiction?
- How do writers write well-elaborated realistic fiction stories?

Unit Enduring Understandings:

- Writers write for a variety of purposes--including telling a realistic story and entertaining an audience.
- Writers generate ideas, draft, revise, edit, and publish their work.
- Writers understand that realistic fiction writing includes characters, settings, and plots that could happen in real life

Evidence of Learning**Formative Assessments:**

- Conferences--use conference notes
- Observations--level of independence
- Examine folders

Summative/Benchmark Assessment(s):

- Preassessment--Fill out a story map for a realistic fiction story
- Published Piece--use rubric or checklist

Resources/Materials:

- Mentor Texts
 - Frindle
 - Clementine
 - Because of Winn Dixie
 - Pinky and Rex

Key Vocabulary:

- Fiction
- Realistic Fiction
- Problem
- Solution
- Character

- Ivy and Bean
- Ramona
- Tales of a Fourth Grade Nothing
- Knuffle Bunny
- Ramona Quimby

- Beginning
- Middle
- End
- Elaborate

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Students will read like writers and notice the characteristics of realistic fiction stories.	Writers will read like writers and notice the characteristics of realistic fiction stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● Immersion of realistic fiction books ● Create anchor chart of realistic fiction elements ● Create problem/solution chart using mentor texts ● Practice oral storytelling. Have children say problems that happened to them 	5 days
Students will collect and create realistic fiction stories with believable characters and problems.	Writers will collect and create realistic fiction stories with believable characters and problems.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● generate a list of possible realistic fiction problems and solutions ● develop believable characters. 	4 days
Students will plan and write sequenced realistic fiction stories with a beginning, middle, and end.	Writers will plan and write sequenced realistic fiction stories.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. Writers will: <ul style="list-style-type: none"> ● choose realistic fiction story ideas to write about. ● plan realistic fiction stories by sketching across pages of a booklet. ● plan stories by telling the stories across fingers with a beginning, middle, and end. ● think about possible ways their story could go with writing partners. ● follow a plan as they write their realistic fiction stories. ● write a compelling lead. ● write stories in booklets. ● write their stories in a storyteller's voice. 	10-15 days

		<ul style="list-style-type: none"> ● think about what their characters do, say, and feel. ● tell the story in sequence. ● write with a sense of closure, making sure the character’s problem is solved by the end. 	
Students will revise and edit their realistic fiction stories.	Writers will edit and revise informational books	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● Capitalization ● Organization ● Punctuation ● Spelling ● reread stories alone and with writing partners to determine if all story elements are clear. ● revise to make sure that characters do, say, and feel things. 	6 days
Students fancy up their writing and share their stories for publication.	Writers will publish their writing stories.	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● create final drafts with covers, titles, colored illustrations, and neat handwriting ● read their stories aloud ● read other stories and make comments 	5 days

Teacher Notes:

- Allow one period for students to demonstrate their strengths and weaknesses in this genre.
 - Suggested topic: “Write a realistic fiction story that would take place in a school”.

Additional Resources:

- Writing paper
- Realistic Fiction anchor chart
- Realistic Fiction vs. Fiction anchor chart
- Second Grade Student Learning Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade2.pdf

Differentiation/ Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on writers’ intrinsic motivations 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation

Midland Park Public Schools

<ul style="list-style-type: none">• Accept participation at any level, even one word• Consult with Case Managers and follow IEP accommodations/modifications	<ul style="list-style-type: none">• Allow extended time to answer questions• Accept participation at any level, even one word		<ul style="list-style-type: none">• Consult with classroom teacher(s) for specific behavior interventions• Provide rewards as necessary	<ul style="list-style-type: none">• Accept participation at any level, even one word• Consult with Case Managers and follow 504 modifications
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Unit # 5**Overview****Content Area:** Writing**Unit Title:** Biographies**Grade Level:** Second

Core Ideas: Writers will read a variety of biographical texts and note elements of this genre. They will choose a historical figure of interest to them to research. Using a variety of sources, writers will pull out relevant information to create their own informational chapter books, much like the “All About” book. As a culminating activity, writers will present their biographical subjects as a “wax museum.”

Standards (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)**

W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question

Career Readiness (9.2), Life Literacies, and Key Skills (9.1, 9.4)

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2)

Computer Science and Design Thinking (8)

8.1.2.CS.3	Describe basic hardware and software problems using accurate terminology
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world

Interdisciplinary Connection

6.1.2.CivicsDP .2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
6.1.2.Geo.HE. 3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Cross Cultural Statements/ Mandates (Amistad, Holocaust, LGBT, SEL)

Relationship Skills	Identify who, when, where, or how to seek help for oneself or others when needed
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Unit Essential Question(s):

- How can we use writing to share information about a specific person?
- How can we use different types of text features to convey information?

Unit Enduring Understandings:

- Writers write for a variety of purposes--including to share information on a specific topic or to teach others.
- Writers generate ideas, draft, revise, edit, and publish their work.
- Writers understand that nonfiction writing includes facts rather than stories or opinions.

Evidence of Learning**Formative Assessments:**

- Conferences--use conference notes
- Observations--level of independence
- Examine folders

Summative/Benchmark Assessment(s):

- Pre Assessment: Choose a person that you know. Write a Table of Contents for a book about that topic. Choose one chapter to write.

- Published Piece--use rubric or checklist

<p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Mentor text <ul style="list-style-type: none"> ○ Assorted biographies at various reading levels ○ Now and Ben (Baretta) ○ Timeless Thomas (Baretta) ○ Thomas Jefferson Builds a Library (Rosenstock) ○ Noah Webster and His Words (Ferris) ○ Rookie Biography Set (set of 2nd grade level biographies by Scholastic) 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Biography ● Notes ● Facts ● Text Features <ul style="list-style-type: none"> ○ Photographs ○ Captions ○ Vocabulary Words ○ Glossary ○ Maps ○ Charts ○ Diagram ○ Label ○ Table of Contents ● Heading ● Subheading ● Timeline ● Wax museum
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Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Writers will notice the characteristics of biographies.	Writers will immerse themselves in various biographical texts.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● notice elements of biographical writing. ● sort biographies into various bins based on the subject's main contribution to society. 	5 days
Writers will choose a topic that they are most interested in and will read a variety of texts about that person.	Writers will read through texts to determine possible topics/chapters.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● gather 2-4 books about the chosen topic. ● Use an iPad or computer for additional research ● read through books and discuss findings with classmates who have the same topic. 	5 days
Writers will take notes about their topics.	Writers will take notes about biography subject.	Students will be introduced to different concepts/strategies and will implement them in their independent writing books. <ul style="list-style-type: none"> ● reread texts to pull out important information. ● rewrite important information in own words on post-its. 	5 days
Writers will organize	Writers will organize notes into headings/chapters.	Students will be introduced to different concepts/strategies and will	2-3 days

their notes into chapters.		<p>implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● use teacher-provided paper to create chapter headings ● organize post-its on pages of corresponding chapter headings. 	
Writers will draft the chapters of their biographies.	Writers will use notes to write factual information in their own words.	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● reread the post-its on each heading page to determine the order of information to present. ● craft topic sentences for each chapter. ● turn post-it notes into supporting sentences for each topic sentence. ● add details to supporting sentences. ● use transitional words and phrases. 	5 days
Writers will add different text and graphic features to their biography.	<p>Writers will write headings to distinguish important life events/accomplishments of a historical figure.</p> <p>Writers will elaborate facts with supporting details.</p> <p>Writers will write using a variety of text features.</p>	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● include text features such as headings and captions. ● create timelines to highlight significant events ● choose other text features to include, such as maps, diagrams, and fun facts. ● use the Phoster app on iPads to create a poster with an image and facts about subjects. 	3 days
Writers revise for appropriate text features and writing.	Writers will revise their biographies	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● make sure all the information is accurate. ● ask a partner to read a page and see if they have questions they might need to answer or clarify. 	3 days
Writers edit for spelling, content specific words, end punctuation and capitals.	Writers will edit their biographies	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● Capitalization ● Organization 	3 days

		<ul style="list-style-type: none"> ● Punctuation ● Spelling 	
Writers will present information about their biographical subject to an audience.	Writers will publish and present their biographies.	<p>Students will be introduced to different concepts/strategies and will implement them in their independent writing books.</p> <ul style="list-style-type: none"> ● chose a few significant facts about their subjects and prepare a short speech to present. ● practice presenting speeches with appropriate fluency and expression with partners and in small groups. ● dress in costume as their biographical subjects 	5 days

Teacher Notes:

- Allow one period for students to demonstrate their strengths and weaknesses in this genre.
 - Choose a person that you know. Write a Table of Contents for a book about that topic and choose one chapter to write.

Additional Resources:

- Writing paper
- Gather a collection of biographies of various historical figures. There should be several examples of each figure. Use classroom libraries and school library as sources.
- Create an anchor chart “What is a Biography?”
- You may want to show students that they can use a blank writing page and post-its to both take notes and then later use that same page to draft. They can write the heading or question on the top of the page. Then as they read they take notes on post-its. After reading they move the post-it note and put it in the box under the heading it goes with.
- Second Grade Student Learning Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Grade2.pdf

Differentiation/ Modification Strategies

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