

# BENWAY SCHOOL

Writing Curriculum

Grade 2



**Benway School**

**Content Area:** Writing

**Grade Level:** 2

<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>RL.2.1</b>
Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>RI.2.1</b>
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.	<b>W.2.1</b>
Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<b>W.2.2</b>
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.	<b>W.2.3</b>
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	<b>W.2.5</b>
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.2.6</b>
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).	<b>W.2.7</b>
Recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b>

<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>	<b>SL.2.1</b>
<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<b>SL.2.2</b>
<p>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.</p>	<b>SL.2.3</b>
<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<b>SL.2.4</b>
<p>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<b>SL.2.5</b>
<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<b>SL.2.6</b>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Use collective nouns (e.g., <i>group</i>).</li> <li>B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>	<b>L.2.1</b>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<b>L.2.2</b>

<ul style="list-style-type: none"> <li>A. Capitalize holidays, product names, and geographic names.</li> <li>B. Use commas in greetings and closings of letters.</li> <li>C. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	
<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Compare formal and informal uses of English.</li> </ul>	<b>L.2.3</b>
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> <li>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<b>L.2.4</b>
<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ul>	<b>L.2.5</b>
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<b>L.2.6</b>
<b>New Jersey Student Learning Standards</b>	<b>Indicator</b>

<b>Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Identify the basic features of a digital device and explain its purpose.	<b>8.1.2.A.1</b>
Create a document using a word processing application.	<b>8.1.2.A.2</b>
Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a> .	<b>8.1.2.B.1</b>
Develop an understanding of ownership of print and nonprint information.	<b>8.1.2.D.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
	<b>Indicator</b>
Describe how valuable items might be damaged or lost and ways to protect them.	<b>9.1.4.G.1</b>
Identify various life roles and civic and work-related activities in the school, home, and community.	<b>9.2.4.A.2</b>
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	<b>9.2.4.A.4</b>
<b>Career Ready Practices</b>	
	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Demonstrate creativity and innovation.	<b>CRP6</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>

**Second Grade: Writing Unit 1**  
**Narrative Writing: Revving Up Writing Muscles and Lessons from the Masters**  
*September-October (6-8 weeks)*

**Essential Questions:**

- How can I use all that I know about writing to plan, draft, and revise pieces that are focused, detailed, and fun to read?
- How can I use a mentor text to learn and try out ways an author has made it special?
- How do authors grow?
- Why do the words we choose to put on the page matter?

**Enduring Understandings:**

- Writers apply the skills and strategies they have already learned in order to write with focus and detail.
- Writers study the masters for inspiration and ideas.
- Writers use a process that involves collecting entries, choosing ideas, planning, drafting, revising, and editing.
- Writers create a narrative focusing on a small moment of time (scene).
- Authors write with greater meaning and craft through the guidance of mentor texts.
- We notice author’s craft such as imagery, tension, and literary language.

*Bend 1: Revving Up Writing Muscles (see Curricular Calendar on N Drive)*

Students will start writing by using all they already know.	Students will generate ideas for small moments by thinking of places they go and things they do.	Students will make their stories come to life by thinking about the main thing they did and asking themselves, “What exactly happened, step-by-step, bit-by-bit?”	Students will bring their stories to life by including details about what their characters feel and think (actions, dialogue, and feelings-can be unpacked during the next sessions).	Students will utilize mentor texts to notice crafting techniques and incorporate them in their own writing (see chart in Teacher Resources section)
Students incorporate craft moves for a good purpose by revising sections.	Students will utilize not only new craft moves, but all those they learned in prior years to develop all the characters in their	Students will act out what really happened with a partner, noticing what you need to add.	Students will utilize a checklist to set goals for revision and editing.	Students will celebrate by reading a section they are most proud of while classmates name out the craft moves they used.

	stories (not just the main character).			
<i>Bend 2: Lessons From the Masters: Improving Narrative Writing</i>				
1: Students will study the craft of mentor authors.	2: Students will capture everyday moments and save them as possible story ideas to write later.	3: Students will understand what it looks and sounds like when writers tell the whole story of a tiny moment.	4: Students will zoom in on a small moments in their stories, magnifying it with details so that their readers can take it in with all their senses.	5: Students will write and rewrite their endings, working hard to bring their stories to a satisfying conclusion.
6: Students will reread their writing like detectives, checking the ending punctuation to make sure it makes sense and sounds right to the reader.	7: Students will look at their writing, make plans, and set goals.	8: Students will revise on the go, to create a particular effect on the reader.	9: Students will utilize books as writing resources by studying different parts of books and thinking, “Could I write like this?”	10: Students will make their writing more powerful by trying out craft moves learned from mentor authors.
11: Students will understand that writers need repeated practice at trying out different craft moves learned from mentor authors.	12: Students will study mentor authors by thinking not only what an author has done that they could try out but also why and revise to make sure that they’ve emulated craft moves in ways that make sense.	13: Students will edit not only for standard conventions, but also for the way their writing sounds and use mentor authors to learn about precise, beautiful language.	14: Students will edit according to a checklist to make sure their writing is ready for an audience.	15: Students will understand that they can learn from any mentor author, at any time.
16: Students will try new things in their writing, and then decide if the new things they tried work.	17: Students will work alongside other writers, helping each other revise their writing so that it is as good as it can be.	18: Students will make sure their writing is easy to read by checking for spelling, punctuation, and word choice.	19: Students will send their writing out into the world by sharing it with an audience, and celebrating all they have accomplished.	

**Additional Teaching Points:** *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared/Interactive Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading, shared/interactive writing
  - Review expectations during the first few mini-lessons:
    - “You already know how to line up at the door...”
    - Act out the transition from the meeting area to work spaces.
    - “I bet you already know how to...”
  - Review qualities of strong writing
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
- **Personal Narratives:**
  - Writers use a process that involves collecting entries, choosing ideas, planning, drafting, revising, and editing.
    - Writers understand what writing workshop looks like.
    - Writers understand and follow the steps in the writing process: prewriting, drafting, revising, editing, publishing.
    - Writers think about ways they get ideas to write about.
    - Writers make lists of their writing ideas
    - Writers reread what they have written before starting a new piece.
  - Writers create a personal narrative focusing on a small moment of time (scene).
    - Writers think about small moments in their lives to write about.
    - Writers think about things that happened to them and remember the things they saw and heard
    - Writers think about special places they have been and one special time at that place.
    - Writers think of a special person and a time with that person
    - Writers think of the first or last time they did something and tell about it.
  - Writers recreate their moments for readers to understand by including dialogue, internal thinking, description, and small actions.
    - Writers add their internal thinking by asking themselves “What was I thinking in the moment?”
    - Writers think of the most important part and what they say and hear.
    - Writers tell what happened step-by-step.
- **Realistic Fiction:**
  - Writers create characters that are similar to themselves.
    - Writers create believable characters who are around their age.
    - Writers write stories that could happen to them.

- Writers think about things character likes/dislikes that can lead to trouble.
- Writers create stories where their characters face a problem and need to solve it.
  - Writers write their realistic fiction stories in a storytellers' voice.
  - Writers write about everyday problems/troubles.
  - Writers write about what they observe (from everyday life, playground, lunch, etc.).
  - Writers help their characters solve their problems.
- Writers spend time rehearsing for their stories by storytelling, sketching, and getting feedback from their partners.
  - Writers plan their realistic fiction stories by sketching across the pages of a booklet.
  - Writers plan their realistic fiction stories by jotting a quick Post-it for each page.
  - Writers follow their plans as they write realistic fiction stories.
  - Writers write their realistic fiction stories in booklets.
  - Writers share their stories with a partner and listen to their partners' comments.
- Writers reread their writing often and use all they know to elaborate a story.
  - Writers reread their stories to see what they can do to make them better.
  - Writers stretch out the problem of the story to tell everything that happened.
  - Writers add thoughts, feelings, and dialogue.

*\*Young writers often feel they are finished after they have written a story once. It might be helpful to read an article or watch a video article on line about a famous children's author who talks about rewriting their books. (Norman Bridwell, Kevin Henkes)*

### **Key Vocabulary Words**

Action, craft, dialogue, mentor, problem, solution

### **Evidence of Learning**

#### **Additional Suggested Assessments:**

- Individual and small group conferences/conferring notes
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments
- Writing folders with student work
- Self-assessment: Student Checklist (see N Drive)

**Instructional Materials:**

- Units of Study
- Picture books
- Writing folders
- Writing rubrics (see N Drive)
- Chart paper
- Various types of writing paper choice
  - Pre-made booklets (5 pages with 6 or 8 lines and a small box for the picture)
  - Single sheets for add-on pages
- Smartboard
- Laptops

**Read Alouds/Mentor Texts:**

- Night of the Veggie Monster by George McClements
- A Whistle for Wille by Ezra Jack Keats
- The Snowy Day by Ezra Jack Keats
- Chester's Way by Kevin Henkes
- Own Moon by Jane Yolen
- The Leaving Morning by Angela Johnson
- Stella Tells Her Story by Janiel Wagstaff
- Roller Coaster by Marla Frazee
- My Rotten Red-Headed Brother by Patricia Polacco
- Corduroy by Don Freeman
- A Chair for My Mother by Vera Williams
- The Relatives Came by Cynthia Rylant
- Mr. Putter and Tabby series by Cynthia Rylant
- Henry and Mudge series by Cynthia Rylant
- Nate the Great series by Marjorie Weiman
- Junie B. Jones series by Barbara Park

**Suggested Texts**

- Kitten's First Full Moon by Kevin Henkes
- The Relatives Came by Cynthia Rylant

**Anchor Charts:**Ways to Bring Stories to Life

- Unfreeze people
  - Make them move
  - Make them talk
- Tell small steps
- Bring out the inside
  - Make people feel
  - Make people think

Craft Moves that Authors Make (add techniques that students studied in mentor texts)

- Craft: Precise dialogue tags (Kevin Henkes)
  - This helps the reader picture exactly how the character talked
    - Uses stronger words for said
- Etc.

**Teacher Resources:**

- Revving Up Writing Muscles unit (See N Drive)
- Heinemann Online Resources Login
- Google Drive of Literacy Resources
- Teacher Blog: Personal Narrative K-2
- <https://educationtothecore.com/>

- PARCC Model Content Frameworks K-2
- NJSLS breakdown by lesson: See N Drive (For Bend II: Lessons From the Masters)

**Second Grade: Writing Unit 2**  
**How-to Guide to Nonfiction Writing (New Book)**  
*October-December (6-8 weeks)*

<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How can informational writers focus their writing?</li> <li>● How can writers revise their informational books?</li> </ul>			<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Writers use text features to share all that they know and how the information goes together.</li> <li>● Writers make sure they use specific words and accurate information</li> <li>● Writers reread their writing so it makes sense and looks right.</li> </ul>	
1: Students will write around areas of expertise; starting a book right away and writing it quickly.	2: Students will notice what other nonfiction writers have done in their books and think, “I can try this, too!”	3: Students will write more on each page by rereading and then thinking, “What else could I say?”	4: Students will look at their writing, setting goals, and making plans.	5: Students will reread their writing as an editor, checking their spelling, grammar, and punctuation to make their piece easier for their readers to understand.
6: Students will first think of who their audience will be and then write the information that audience would want to know.	7: Students will think, “How can I help my reader picture the information?” once they have considered who their audience will be and what information that audience would want to know.	8: Students will grab their audience’s interest from the start of a chapter with an interesting lead.	9: Students will give themselves reminders to keep their audience in mind while they simultaneously work to generate interesting writing.	10: Students will make sure their writing isn’t confusing for readers by noticing when they have questions, and clarifying that information.
11: Students will set goals for work they can do to make a chapter	12: Students will draw on strategies they know to fix up their writing for	13: Students will read other published books to get ideas about how	14: Students will mold their information in different ways to write	15: Students will use books as writing resources by studying

even better, and then transfer that goal from chapter to chapter so that the whole book is ready to be read by others.	readers, making sure it is easy to read.	they can use to make their own writing the best it can be.	different kinds of nonfiction books.	different kinds of books and thinking, “How can I use craft moves like these in my own books?”
16: Students will utilize all they know about writing nonfiction whenever they write.	17: Students will help improve each other’s writing by giving each other feedback.	18: Students will reread their work and make final revisions and edits to prepare their writing for their audience.	19: Students will prepare for a celebration and hold a learning expo to celebrate.	

**Additional Teaching Points:** *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared/Interactive Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading, shared/interactive writing
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
- Informational writers generate ideas by thinking about where they are experts.
  - Writers make a list of things in which they are experts.
  - Writers think of things that they can teach others about.
  - Writers make lists of everything they know about a topic, and decide if there is more to learn.
  - Writers choose topics they care about.
- Writers elaborate on a topic they know about with words and visuals and use text features to share all that they know and how the information goes together.
  - Writers plan their writing by thinking about each chapter and its topic.
  - Writers plan each chapter carefully before writing it.
  - Writers jot a list of information that needs to go into each chapter before writing it.
  - Writers elaborate by saying more about a topic.
  - Writers elaborate by adding specific examples.
  - Writers elaborate by using comparisons (big as a . . .).
  - Writers think about the organization within each chapter.
  - Writers think about headings and subheadings.
  - Writers think about which nonfiction text features to include in each chapter, depending on the topic.
  - Writers begin their chapters with topic sentences.
- Writers reread their writing so it makes sense and looks right.

- Writers revise their writing by rereading it to make sure it makes sense.
- Writers revise their writing by adding more words and sentences.
- Writers reread their writing and check for a capital letter at the beginning of each sentence.
- Writers reread their writing and check for punctuation.

#### **Key Vocabulary Words**

Compare, contrast, expert, quotation

#### **Evidence of Learning**

##### **Additional Suggested Assessments:**

- Individual and small group conferences/conferring notes
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments
- Writing folders with student work
- Self-assessment: Student Checklist (see N Drive)

##### **Instructional Materials:**

- Units of Study
- Informational texts
- How-to books
- Writing folders
- Writing rubrics (see N Drive)
- Chart paper
- Various types of writing paper choice
- Smartboard
- Laptops

##### **Mentor Texts:**

- *Extreme Sports* by Sean Finnegan

**Suggested Texts and Resources:**

- *Growing Frogs* by Vivien French
- *Why Do Dogs Bark?* by Joan Holub
- *How to Be a Baby...by Me, the Big Sister* by Sally Lloyd-Jones
- National Geographic Kids Series, *Exploding Ants: Amazing Facts About How Animals Adapt* by Joanne Settel

**Suggested Nonfiction Authors:**

- Jean Craighead George
- Gail Gibbons
- Seymour Simon
- Melissa Stewart

**Teacher Resources:**

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- <https://educationtothecore.com/>
- [PARCC Model Content Frameworks K-2](#)
- NJSLS breakdown by lesson: See N Drive

**Second Grade: Writing Unit 3**  
**Poetry: Big Thoughts in Small Packages**  
*December-February (6-8 weeks)*

<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What makes poetry unique?</li> <li>● How can we utilize poetry strategies to make our writing in other genres stronger?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Writers see the world with poets' eyes.</li> <li>● Poets experiment with language and sound to create meaning.</li> <li>● Poets experiment with different structures to create meaning.</li> </ul>		
1: Students will see the world with both their hearts and minds, writing about the world in fresh, unusual ways.	2: Students will incorporate line breaks with intention, trying out a few possibilities until their words look and sound right to them.	3: Students will choose topics that mean a lot to them, anchoring those topics in meaningful small moments, images, or objects.	4: Students will mine their notebooks and their lives for ideas that have strong feelings and concrete details.	5: Students will edit their poems, paying close attention to spelling by circling words that look misspelled and drawing on strategies to fix them.
6: Students will think carefully about words, searching for precisely the right ones to match what they wish to say.	7: Students will repeat words, lines, sounds, and images to give their poems rhythm, sound, and music and to emphasize meaning.	8: Students will consider the mood they want to convey in a poem, making sure that this mood matches the poem's meaning.	9: Students will make meaning by comparing one thing to another.	10: Students will make a comparison powerful by stretching it across many lines and adding actions that connect to the comparison.
11: Students will experiment with different structures by studying two mentor poems with different structures (a conversation poem and a list poem) adding these structures to their repertoires.	12: Students will study other poems to learn about structure, trying out those new structures in their own poems.	13: Students will understand the relationship between structure and meaning and choose structures that best match what they wish to say.	14: Students will write from a point of view other than their own.	15: Students will revise by replacing vague feeling words with images that show rather than tell.

16: Students will read their poems aloud to find trouble spots.	17: Students will celebrate by sharing their poems with the larger community.			
<p><b>Additional Teaching Points:</b> <i>Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared/Interactive Writing, Word Study, and/or Vocabulary Lessons</i></p> <ul style="list-style-type: none"> <li>● Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading, shared/interactive writing</li> <li>● FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend</li> </ul>				
<b>Key Vocabulary Words</b>				
Imagery, meaning, point of view, line breaks, mood, repetition, rhythm, stanza, structure, types of poems: conversation, lists, etc.				
<b>Evidence of Learning</b>				
<p><b>Additional Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Individual and small group conferences/conferring notes</li> <li>● Classroom participation</li> <li>● Individual and group activities</li> <li>● Formal and informal assessments</li> <li>● Performance-based assessments</li> <li>● Writing folders with student work</li> <li>● Self-assessment: Opinion Writing Checklist (see N Drive)</li> </ul>				
<p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>● Units of Study</li> <li>● Poetry books</li> <li>● Writing folders</li> <li>● Writing rubrics (see N Drive)</li> <li>● Chart paper</li> <li>● Various types of writing paper choice (See online resources)</li> <li>● Smartboard</li> <li>● Laptops</li> </ul>				

**Mentor Texts:**

- Old Elm Speaks: Tree Poems by Kristine O’Connell George
- Poems by Kristine O’Connell George: “Between Two Trees,” “Destiny,” “Lullaby,” “Fly Fishing in the Crystal River”
- “Maples in October” by Amy Ludwig VanDerwater

**Additional Texts and Resources**

- A Handful of Great Poetry Books (Online resources)
- A Few Good Poetry Websites for Elementary Classrooms (Online resources)

**Suggested Texts**

- Collection Everything Is a Poem: The Best of J. Patrick Lewis
- Poems “Way Down in the Music,” by Eloise Greenfield
- “Why Poetry” by Lee Bennett Hopkins
- “Poem [2]” from The Collected Poems of Langston Hughes
- “Everything Is a Poem,” The Selected Best of J. Patrick Lewis
- “Go Wind,” by Lilian Moore
- “Valentine for Ernest Mann,” by Naomi Shihah Nye
- “Robin” and “Waiting Room Fish,” by Amy Ludwig VanDerwater
- “Pencil Sharpener,” “Ceiling,” and “Inside My Heart,” by Zoë Ryder White
- “Aquarium” by Valerie Worth
- “Owl Moon Haiku,” by Jane Yolen

**Teacher Resources:**

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- <https://educationtothecore.com/>
- [PARCC Model Content Frameworks K-2](#)

- NJSLS breakdown by lesson: See N Drive

**Second Grade: Writing Unit 4**  
**Writing About Reading**  
*February-April (6-8 weeks)*

<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Why is letter writing a tradition?</li> <li>● Why is there more to opinion writing than just our opinion?</li> <li>● How can the writer convince the audience to agree with the opinion stated?</li> </ul>			<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Authors work to raise the level of their letter writing.</li> <li>● We can write nominations and award favorite books through letters.</li> <li>● Writers use word choices and examples that match their audience.</li> </ul>	
1: Students will reach out to others to share their ideas about characters after being inspired by their reading.	2: Students will utilize conversations as rehearsals for writing, and be mindful of their writing energy.	3: Students will look closely at the pictures in their books to help them develop opinions.	4: Students will retell part of the story in order to help their readers fully understand their opinion.	5: Students will write with a specific audience in mind, angling their writing toward their readers and writing as if they are talking to them.
6: Students will utilize a checklist to assess their piece, and set goals for themselves.	7: Students will write opinions about more than one part of the book and plan for the different parts of their letter before drafting.	8: Students will read closely and carefully, paying attention to details that others may pass over and using their details to grow new ideas.	9: Students will look for multiple pieces of evidence to support each idea.	10: Students will turn to mentor texts whenever they have a question about writing, specifically inquiring into how and why an author uses capital letters.
11: Students will add fun little extras to fancy up their writing and draw in and entertain their readers.	12: Students will choose topics for nominations that they have strong opinions about, making cases for them by including evidence.	13: Students will utilize specific evidence to support their thinking by adding the portion of the text that proves their opinion directly to their writing through the use of quotation marks.	14: Students will make comparisons to support their opinions by comparing characters, series, or kinds of books to explain why they think one is better or best.	15: Students will utilize mid-sentence punctuation to help highlight ideas for their readers.

<p>16: Students will read and study the work of other writers and incorporate what they have learned in to their own writing by focusing on writing introductions and conclusions.</p>	<p>17: Students will utilize 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.</p>	<p>18: Students will work to continuously get better by setting a new goal for themselves once they meet the first one.</p>	<p>19: Students will share books—and nominations—with an audience, in the hopes of convincing them to read the books they love.</p>	
<p><b>Additional Teaching Points:</b> <i>Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared/Interactive Writing, Word Study, and/or Vocabulary Lessons</i></p> <ul style="list-style-type: none"> <li>● Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading, shared/interactive writing</li> <li>● FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend</li> <li>● Writers consider people they know and what opinion they want to share with them. <ul style="list-style-type: none"> <li>○ Writers can use a persuasive voice by writing just like they are talking to a friend — sharing the most important information that will matter to their audience.</li> <li>○ Writers write to share our opinions with the world about things they like and don't like, such as musical groups, restaurants, games, movies, books, vacation spots, shows, and songs,</li> <li>○ Writers put their opinions down on paper to convince others why something is great, terrible, or just okay.</li> </ul> </li> <li>● Writers include reasons for their opinions. <ul style="list-style-type: none"> <li>○ Writers think, “How can I convince my audience? What details and reasons will persuade those people? What do they need to know?”</li> <li>○ Writers use reasons to support their argument.</li> </ul> </li> <li>● Writers include lists and examples for each reason. <ul style="list-style-type: none"> <li>○ Writers not only include reasons, we can also give examples, specific details (like when, where, how, how much), and make comparisons.</li> <li>○ Writers collect examples to prove their opinion. They “show” why the reader should agree with the opinion by using specific details and examples.</li> </ul> </li> <li>● Writers imagine what might convince their audience to agree with their opinion. <ul style="list-style-type: none"> <li>○ Writers collect all the evidence they can to prove their opinions. One way to collect evidence is to gather all that they already know.</li> <li>○ Writers create a strong opening and closing to convince their audience.</li> </ul> </li> <li>● Writers use word choices and examples that match their audience.</li> </ul>				

- Writers revise their writing to make it more persuasive.
- Writers reread and ask themselves “Do I have any details that don’t support my idea/opinion? “
- Writers use transition words to link opinions and reasons.
- Writers consider their audience and make sure they put in their most convincing evidence.

**Key Vocabulary Words**

Audience, evidence, persuade

**Evidence of Learning**

**Additional Suggested Assessments:**

- Individual and small group conferences/conferring notes
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments
- Writing folders with student work
- Self-assessment: Student Checklist (see N Drive)

**Instructional Materials:**

- Units of Study
- Writing folders
- Writing rubrics (see N Drive)
- Chart paper
- Various types of writing paper choice
- Smartboard
- Laptops

**Mentor Texts:**

- Mercy Watson To the Rescue by Kate DiCamillo
- Pinky and Rex and the Bully by James Howe

**Suggested Texts**

- Ivy and Bean series by Annie Barrows
- The Twits by Roald Dahl
- My Weird School by Dan Gutman
- Pinky and Rex Go To Camp by James Howe
- Horrible Harry series by Suzy Kline
- Frog and Toad series by Arnold Lobel
- Stink and the Incredibly Super-Galactic Jawbreaker by Megan McDonald
- Judy Moody series by Megan McDonald
- The Magic Tree House series by Mary Pope Osborne
- Amelia Bedelia and the Baby by Peggy Parish
- Ruby the Copycat by Margaret Rathman and Peggy Rathman
- Henry and Mudge series by Cynthia Rylant
- Mr. Putter & Tabby Bake the Cake by Cynthia Rylant
- Poppleton by Cynthia Rylant
- Nate the Great by Marjorie Weinman Sharmat
- Tales for Very Picky Eaters by Josh Schneider
- Frankly Frannie by A.J. Stern
- Geronimo Stilton series by Geronimo Stilton
- Knuffle Bunny by Mo Willems
- Own Moon by Jane Yolen
- Harry the Dirty Dog by Gene Zion
- Groundhog Gets His Way by Pamela Curtis Swallow
- Red Is Best by Kathy Stinson
- I Wanna Iguana by Karen Kaufman Orloff
- I Wanna New Room by Karen Kaufman Orloff
- Stella Writes Her Opinion by Janiel Wagstaff

**Teacher Resources:**

- Heinemann Online Resources Login
- Google Drive of Literacy Resources
- <https://educationtothecore.com/>
- PARCC Model Content Frameworks K-2
- NJSLS breakdown by lesson: See N Drive

**Second Grade: Writing Unit 5**  
**Lab Reports and Science Books**  
*April-June (6-8 weeks)*

**Essential Questions:**

- How can we write as scientists do?
- Why does the way we present information in our books matter?
- How can I use what I already know to write information books?
- How do nonfiction writers tell enough about their topic to make sure their readers understand?

**Enduring Understandings:**

- Writers take notes as they research and sort them into categories.
- Writers elaborate and “write long” about categories of information they find.
- Writers use what they know about informational text features and include them into their writing
- Writers present their research by explaining and not just reading what they wrote.

1: Students will study the world around them by posing questions and hypotheses, conducting experiments, and writing about their results in lab reports.

2: Students will study mentor texts when learning to write a new kind of writing, like procedural writing, and ask what the author has done that they could try.

3: Students will generate ideas by deciding on a question they want to find out about and then planning and testing their question with an experiment, recording all the steps as they go.

4: Students will write conclusions by asking, “Why?” and then offering the best explanation they can in an effort to have their conclusion lead to more investigation and research.

5: Students will improve their writing by learning more about what they are investigating and then revising based on what they’ve learned.

6: Students will self-assess to ensure their writing reflects all they know how to do, set goals, and make plans to improve.

7: Students will 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.

8: Students will look to mentor texts for ideas about how to organize their writing.

9: Students will compare the results of their experiments against other scientists’ results, using these comparisons to grow and extend their thinking.

10: Students will compare the results of their experiments and ask, “What do I still wonder?” then use their initial results and writing to generate new experiments.

11: Students will utilize domain-specific language when speaking and writing about their topics.	12: Students will choose topics they are experts on and plan how their information will go.	13: Students will draft the chapters of their books by looking back at their table of contents and their plans and deciding what they will write first, then next.	14: Students will look at mentor texts to find ideas for their own writing by studying how authors integrate scientific information in a way that connects to their topics.	15: Students will utilize comparisons in their information books by comparing something that is new for their readers to something their readers already know.
16: Students will utilize strategies to share hard-to-understand concepts with their readers, including slowing down the writing, magnifying images, and drawing pictures to show the insides of objects.	17: Students will craft introductions that engage their readers' attention and write conclusions that highlight key information about their topics.	18: Students will edit their books by rereading and making their writing easier to read, inserting capitals, commas, and apostrophes where appropriate.	19: Students will share their information books and lab reports with others, inviting their audience to participate in their hands-on experiments and sharing with them their scientific findings.	

**Additional Teaching Points:** *Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared/Interactive Writing, Word Study, and/or Vocabulary Lessons*

- Immersion Week Activities: Pre-assessment, goal setting, read aloud mentor texts, shared reading, shared/interactive writing
- FAR Week Activities: Post-assessment, quick publish, celebration, reflection, reteach/extend
- Writers take notes as they research and sort them into categories.
  - Information writers make lists of everything they know about a topic.
  - Information writers use facts and information that they already know, as well as using specific quotations, numbers, and examples.
  - Information writers read nonfiction to get more information for their writing.
- Writers elaborate and “write long” about categories of information they find.
  - Information writing may be longer than narrative writing.
  - Information writers can expand their sentences by adding information to make their writing more clear and precise.
  - Information writers usually don’t just write one sentences for each chapter and move. They elaborate and say more.

- Information writers realize that their audience may not know about the topic. They make sure to include enough information so that the reader will understand the topic.
- Writers use what they know about informational text features and include them into their writing.
  - Information writers use what they have learned about nonfiction text features and apply them to their own writing.
  - Information writers use nonfiction text features to draw attention to important ideas.
- Writers present their research by explaining and not just reading what they wrote.
  - Information writers need to edit and publish their writing so that it teaches in clear and interesting ways.

### Key Vocabulary Words

Caption, diagram, heading, research

### Evidence of Learning

#### **Additional Suggested Assessments:**

- Individual and small group conferences/conferring notes
- Classroom participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments
- Writing folders with student work
- Self-assessment: Student Checklist (see N Drive)

#### **Instructional Materials:**

- Units of Study
- Informational texts
- How-to books
- Writing folders
- Writing rubrics (see N Drive)
- Chart paper
- Various types of writing paper choice
- Smartboard
- Laptops

**Mentor Texts:**

- Forces and Motion (Hands-On Science) by John Graham

**Additional Texts**

- Cotton ball catapult lab report (Online resources Session 11)

**Suggested Texts**

- Incredible Cross-Sections by Stephen Biesty
- Simple Machines: Inclined Planes by Valerie Bodden
- Forces Make Things Move by Kimberly Brubaker Bradley
- Roll, Slope and Slide: A Book About Ramps by Michael Dahl
- Move It! Motion, Forces and You by Adrienne Mason
- Motion: Push and Pull, Fast and Slow by Darlene R. Stille
- Do-4U the Robot Experiences Forces and Motion by Mark Weakland

**Sample Introductions and Conclusions**

- Wolves by Laura Marsh
- Babysitting Basics: Caring for Kids by Leah Browning

**Informational Texts with Distinct Through-Lines**

- DK Readers series Cross-Sections series by Stephen Biesty

**Teacher Resources:**

- [Heinemann Online Resources Login](#)
- [Google Drive of Literacy Resources](#)
- <https://educationtothecore.com/>
- [PARCC Model Content Frameworks K-2](#)

- NJSLS breakdown by lesson: See N Drive

## ELL Support Guide

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Students in this level need predictable, picture books that they can look at and begin to notice things that are the same and different in books. They cannot verbally describe this but they need the exposure with support.	Students now can answer in one to two word phrases. They now know simple sentences and can identify some things in the books.	Students are developing language that allows them to string together different ideas. With support, students can compare from one book to another if the information is presented orally.	Students are developing deeper skills that will allow them to carry information from one book to another. With support, students will identify things that stay the same and things that change. Abstract thinking is still difficult.	Students can complete the goals with continuing support with vocabulary.

### Modifications & Accommodations:

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i>	<b><u>English Language Learners</u></b>
<p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> </ul>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>

<ul style="list-style-type: none"> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b>  <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> </ul>

- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Text tracking with finger and return sweep
- Reading aloud to develop phrasing and fluency
- Visual identification of high frequency words
- Opportunities to develop phrases and complete sentences orally to support development of semantic competencies
- Retell short stories
- Opportunities to self-select texts within the student's independent reading levels
- Opportunities to 'read' all sources of information in texts (pictures, words)

gin developing writing skills by writing self-developed stories (may be one sentence or several sentences)

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions

- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

<ul style="list-style-type: none"><li>● Distribute study guide for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul>	<ul style="list-style-type: none"><li>● Establish procedures for accommodations/modifications for assessments</li></ul>
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