



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 2

Unit Name: How Writers Work / Personal Narrative

Resource: Writer's Workshop, Schoolwide

Duration: 8 Weeks

Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Essential Questions

- What is a personal narrative?
- What do personal narrative writers think about and do?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
Immersion: Interactive Read-Aloud Lessons Day 1 <ul style="list-style-type: none"> • I can learn the structure of writing workshop 	<ul style="list-style-type: none"> • Craft/Style • Purpose/Meaning • Metacognition 	Formative <ul style="list-style-type: none"> • Where Are My Students in the 	Mentor Texts <ul style="list-style-type: none"> • <i>The Day of Ahmed's Secret</i>

and my roles and responsibilities and discover how an author's writing life began and the lessons learned along the way.

Day 2

- Students will learn how and why writers use notebooks to record memories, experiences, and ideas for writing (example, small moments).

Day 3

- I can participate in collaborative discussions with peers in small and large groups and will be answering questions to gather information and deepen my understanding of personal narrative.

Day 4

- I can remember key ideas or details from the texts read aloud to demonstrate and deepen understanding of the chronological structure of narratives.

Day 5

- I can learn to listen for and notice how writers use rich, descriptive language to grab readers into their texts and create images in the readers' minds.

Day 6

- I can discover that writers get ideas for writing by using their senses to observe the world around them and how they use their notebooks to record their ideas.

- Text and Genre Features/Structure
- Drafting
- Organization
- Revision
- Editing
- Publishing
- Conventions and Grammar
- Establishing routines and management
- Writing with independence
- Writing with stamina
- Storytelling
- Writing with focus and organization
- Elaborating

Writing Process?

- How Writers Work Grade 2 Student Performance Checklist
- Helen Lester's Journey as an Author
- My Writing Life Survey
- Using the Right Verb (form)
- Memorable Moments

Summative

- Standards-Based Writing Rubric Text Type: Narrative Grade 2
- How Writers Work Grade 2 Student Performance Checklist
- Writing Samples
- Reflecting Through our Work

Benchmarks

- Editing Checklist
- Draft
- Final piece

Alternative

- Modified assignments and Student Forms

- *How My Parents Learned to Eat*
- *Jamaica Louise James*
- *The Keeping Quilt*
- *Looking Back*
- *Ma Dear's Aprons*
- *My Abuelita*
- *Owl Moon*
- *Snapshots from the Wedding*
- *Up North at the Cabin*
- *Author: A True Story*
- *The Best Story*
- *Fireflies*
- *Let's Do Nothing*
- *Nothing Ever Happens on 90th Street*

Digital Texts

- *RAZ Kids*

Teacher Resources

- *How to Make an Author Poster* (Professional Article/Resource)
- *Ways to Celebrate Our Writing! - How Writers Work Grade 2* (Professional Article/Resource)

Student Forms

- My Writing Life Survey

<p>Mini-Lessons</p> <p>Generating Ideas I</p> <ul style="list-style-type: none"> • I can remember important memories and details to come up with ideas for writing. <p>Generating Ideas II</p> <ul style="list-style-type: none"> • I can focus on the people and places in my life as inspiration for writing. <p>Generating Ideas III</p> <ul style="list-style-type: none"> • I can think about family stories I have heard from relatives in order to come up with ideas for my own writing. <p>Generating Ideas IV</p> <ul style="list-style-type: none"> • I can use personal photographs as inspiration for writing about special memories using details. <p>Selecting</p> <ul style="list-style-type: none"> • I can read through my Writer's Notebooks and carefully choose an idea to develop into a published piece. <p>Collecting I</p> <ul style="list-style-type: none"> • I can consider strategies to collect more details and get a better understanding of my whole story. <p>Collecting II</p> <ul style="list-style-type: none"> • I can think about the senses I have experienced related to the events of my stories and how I might include interesting words and details that describe them. <p>Drafting I</p> <ul style="list-style-type: none"> • I can use the information in my notebook to map out a beginning, middle, and end of my story that makes sense and is interesting for my readers. <p>Drafting II</p> <ul style="list-style-type: none"> • I can reveal an important idea within my story as it progresses and concludes. <p>Revising I</p> <ul style="list-style-type: none"> • I can add details that support my main idea. 		<ul style="list-style-type: none"> • Grade based on anecdotal and observation notes • Grade on content only • Rough draft only 	<ul style="list-style-type: none"> • <i>Helen Lester's Journey as an Author</i> • <i>Using the Right Verb</i> • <i>What's In My Heart?</i> • <i>What Matters Most</i> • <i>What Matters Most (adapted)</i> • <i>Timing is Everything</i> • <i>Timing is Everything (adapted)</i> • <i>My Main Message</i> • <i>Editing Checklist</i> • <i>Reflecting on Our Work</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Writer's Notebooks or Folders • Spelling Resources • Word Wall or Word Lists • Publishing Materials • Pens/Pencils (for writing, revising and editing) • Paper choices • Chart paper • Sticky Notes <p>Additional Materials</p> <ul style="list-style-type: none"> • Teacher prepared
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<p>Revising II</p> <ul style="list-style-type: none"> • I can revise my draft to add voice to my story by including my inner feelings. <p>Editing I</p> <ul style="list-style-type: none"> • I can use an editing checklist independently and with a partner. <p>Editing II</p> <ul style="list-style-type: none"> • I can work with a partner to proofread and peer edit each other's drafts for any spelling errors and then edit my draft based on what my partner suggests. <p>Publishing</p> <ul style="list-style-type: none"> • I can share with my readers my inspiration for my story by including an Author's Note and a meaningful Dedication. <p>Student Self-Reflection</p> <ul style="list-style-type: none"> • I can think about myself as a writer and how well I used the strategies I learned in my writing. • I can set a goal for myself to improve as a writer. <p>At the end of the unit refer to the Letter writing Unit</p> <p>Immersion</p> <p>Day 2</p> <ul style="list-style-type: none"> • I can understand that letters can be friendly, visual, and informative <p>Mini-Lesson</p> <p>Generating Ideas I</p> <ul style="list-style-type: none"> • I can write a letter to a friend sharing my experiences and feelings. <p>Editing I</p> <ul style="list-style-type: none"> • I can edit my letter draft to make sure I have used the correct format for letters. <p>Editing II</p> <ul style="list-style-type: none"> • I can edit my draft to make sure I used correct punctuation. <p>Publishing II</p> <ul style="list-style-type: none"> • I can publish my letter for others to read. 			<p>simple story (in five parts) about a personal experience that has a clear beginning, middle, and end.</p> <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> • Wilson Foundations
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NJ Student Learning Standards (2016)

WRITING

Test Types and Purposes

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.

Production and Distribution of Writing

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.

Research to Build and Present Knowledge

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.

SPEAKING and LISTENING

Comprehension and Collaboration

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

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

b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.

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

Presentation of Knowledge and Ideas

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

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

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.

Vocabulary Acquisition and Usage

L.2.4: 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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

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

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

L.2.6: 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., When other kids are happy that makes me happy).

NJSLS Technology Standards

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Interdisciplinary Connections and Activities

- Students may reflect on communities and local laws and include in narrative writing. 6.1.4.A.1
- Students will illustrate narrative books and recognize how art is part of everyday life. 1.2.2 D.

21st Century Life and Careers**9.2 Career Awareness, Exploration, and Preparation**

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply appropriate academic and technical skills

CRP6 Demonstrate creativity and innovation

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Students illustrate the place or person in their heart, then write in the picture adding in the details. Then create a list of words (emotions, adjectives, etc.) that they associate with this person or place.</p> <p>Create a list of verbs and continue to add to it throughout the grade 2 How Writer's Work unit.</p> <p>Type final piece using Word or Google Docs/Classroom using digital tools to locate pictures.</p> <p>Create a poster of Eileen Spinelli.</p> <p>Students come up with ways to Celebrate Writing and present to teacher and class.</p> <p>Students make plans for new entries they may want to try.</p> <p>Higher level texts that address the same enduring understanding of the How Writer's Work unit.</p> <p>I</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Reread the story to students, list the events from the book, and use the Appendix "Events and Feelings from <i>Author: A True Story</i>" to talk about the author's feelings.</p> <p>When students are writing letters to their parents during independent writing time they write in their native language if they can.</p> <p>Show students how the author uses verbs to describe the action (e.g., soaring, dipping, grasping) and "act them out" to show subtle differences among the words.</p> <p>Students can draw pictures of their memories, with lots of details, and then put in writing what details they've included in their pictures, or explain their memories orally.</p> <p>Word Wall, Primary and/or Picture Dictionary</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade How Writer's Work unit</p> <p>Supply students with anchor charts: <i>Writing Workshop Roles and Responsibilities, What to do When You Are Stuck, How to Make an Author Poster, Good Listeners, What is a Writer's Notebook?, Julie's Writing Techniques, Timeline of the Best Story, Ways to Celebrate Our Writing, and Publishing Extras: Teacher's Reference</i> Suggestion: Tape or staple anchor charts into students' Writer's Notebooks for easy reference..</p> <p>Partially complete How Writer's Work graphic organizers such as Helen Lester's Journey as an Artist, My Writing Life Survey, My Best Story, Vivid Verbs, Timing is Everything, and Mentor Text Conventions</p> <p>Extra time completing tasks, checklists and other tasks in this writing unit.</p> <p>Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the How Writer's Work unit of study.</p> <p>Provide samples and model each step of the writing process as needed.</p>

	<p>Accept illustrations with descriptive words in Native language.</p> <p>Lesson on similes with your students. You might use color or feeling words to show how to make a simple comparison: ___ is as yellow as the sun; ___ is as green as the grass; ___ is quiet like a mouse; ___ is happy as a puppy. It is helpful to provide illustrations to help make the comparisons.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary).</p> <p>Also see modifications for students with IEPs, 504s and At-risk learners</p>	<p>Oral response options to be provided for assignments calling for students to produce written responses connected to How Writer’s Work.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the How Writer’s Work unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require writing.</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the How Writer’s Work unit.</p> <p>*Also see modifications for English Language Learners</p>
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Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
Wilson Foundations (2015) <http://www.wilsonlanguage.com>

