



## English Language Arts and Literacy Curriculum-Writing

Dawn Auerbach, Director of Elementary Education  
Cathy Gaynor, Assistant Principal

### Committee Members

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| Colleen Bustard | Kim Glennon             | Kim Sek         |
| Maria Cornetta  | Kristine Hunziker       | Lisa Sabilia    |
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| Claire Donohue  | Michelle Mordkoff       | Danielle Sosnov |
| Roxanne Dragone | Cristina Pignataro      |                 |

Curriculum Developed August 2018  
Revised August 2022  
Adopted August 18, 2022

**Wayne School District**  
**ELA: Writing Curriculum**

|   |                                  |
|---|----------------------------------|
| <b>Content Area/<br/>Grade Level/<br/>Course:</b> | ELA<br>Grade 2<br>Writing        |
| <b>Unit Plan Title:</b>                           | Unit 1, Launch: How Writers Work |
| <b>Time Frame</b>                                 | 7 Weeks                          |

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is designed to establish a writing community in the classroom and help students see themselves as writers. Students will learn about the rituals, routines, and resources available during the writing workshop. Students will also learn that writers list, share, and respond to each other’s thoughts, stories, and ideas. In order to generate ideas for their own writing, students will identify reasons why writers write and recognize different purposes for writing. To find inspiration for writing, students will spend time reflecting on special people, places, and events in their lives. When writing, students will incorporate sensory details to draft a personal narrative with a clear beginning, middle, and end. Students will engage in mini lessons focused on revising and editing independently and with a partner as they prepare to publish their writing. Finally, students will learn about publishing techniques to convey their purpose and passion.

**Standard Number(s)**

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[WIDA ELD Standards](#)

### Writing Standards

- 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.
- 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.

### Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - 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 a text read aloud or information presented orally or through other 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.
- 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.

### Language Standards

- 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.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Compare formal and informal uses of English.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - 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).

### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

### Essential Question(s)

- How do writers find inspiration for their stories?
- How can our favorite stories help us write stories of our own?
- How can a writing community support a writer?

### Enduring Understandings

- Narrative writing includes genre features that readers use to help them understand the story.
- Writers collect additional information to add details and interest.
- Writers share their writing to improve it and make it better.
- Writers use their knowledge of language and conventions to improve their writing.

### Interdisciplinary Connections

*How Writers Work* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills:

Career Readiness Life Literacies and Key Skills

- Technology Literacy, 9.4.2.TL.2: Students can use their computer device to create and enhance a document.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

| <i>Check all that apply.</i><br>21 <sup>st</sup> Century Themes |   | <i>Check all that apply.</i><br>21 <sup>st</sup> Century Skills |                                       |
|---|---|---|---------------------------------------|
| <input type="checkbox"/>  | Global Awareness  | <input type="checkbox"/>  | Creativity and Innovation             |
| <input type="checkbox"/>  | Environmental Literacy                                      | <input type="checkbox"/>  | Critical Thinking and Problem Solving |
| <input type="checkbox"/>  | Health Literacy   | <input checked="" type="checkbox"/>                             | Communication                         |
| <input type="checkbox"/>  | Civic Literacy  | <input checked="" type="checkbox"/>                             | Collaboration                         |
| <input type="checkbox"/>  | Financial, Economic, Business, and Entrepreneurial Literacy |   |                                       |

### Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit:
  - audience
  - collect
  - describe/descriptions
  - dialogue
  - draft
  - edit
  - generate
  - inspiration
  - logical
  - narrative
  - revise
  - simile
  - supporting details

- writing process

- how to function in a writing workshop setting and follow classroom routines
- the importance of writing routinely over time to develop sustainability
- how to generate ideas for writing by recording important events, special people, and interesting places
- how to get ideas for writing by using their senses to observe the world
- how to find inspiration from meaningful and emotional times in their lives
- how to determine a writer’s motivation in mentor texts in order to find inspiration for writing
- how to utilize the writing process to select an idea to expand into a longer piece
- that writing must follow a logical order including a beginning, middle, and end
- how to craft a piece with a strong sense of closure
- the importance of revising a piece to add relevant details that support the main idea and craft a piece that is engaging for the reader
- how to function as a member of a writing community by using language to solicit and provide feedback, using checklists, and active listening
- the importance of editing to ensure appropriate spelling, capitalization, and punctuation
- the importance of following rules for capitalization (**see Grammar Binder, Capitalization, Mini-lesson 2**)
- how writer’s design the ‘look’ of a book to engage readers (**see Grammar Binder, Text Layout, Lessons and Mini-lessons 1-3**)
- how to use the writing process to publish a story

**Assessments (Pre, Formative, Summative, Other)      Denote required common assessments with an \***

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish a narrative text with descriptive details, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

**Teaching and Learning Activities**

|                                   |   |
|-----------------------------------|---|
| <i>Activities</i>                 | <p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p> |
| <i>Differentiation Strategies</i> | <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of topic for narrative</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional descriptive details for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p>   |

[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)  
[Differentiation Strategies for Students with a 504](#)

## Resources

- [Grade 2 Writing Resources](#)
- SchoolWide *How Writers Work* binder mentor texts
  - *Author: A True Story*, Lester
  - *The Best Story*, Spinelli
  - *Fireflies*, Brinckloe
  - *Let's Do Nothing*, Fucile
  - *Nothing Ever Happens on 90th Street*, Schotter
- SchoolWide *Grammar* binder mentor texts
  - *Close Your Eyes*, Banks
  - *First Year Letters*, Danneberg
  - *I Stink!*, McMullan
  - *If You Were A Compound Word*, Shaskan
  - *If You Were a Plural Word*, Shaskan
  - *Night Noises*, Fox
  - *Nouns and Verbs Have a Field Day*, Pulver
  - *Punctuation Takes a Vacation*, Pulver
  - *Snow Day!*, Laminack
  - *To Root, to Toot, to Parachute: What Is a Verb?*, Cleary
- SchoolWide *Grammar* binder lessons
  - Text Layout, Lessons and Mini-lessons 1-3
  - Capitalization, Mini-lesson 2

**Wayne School District**  
**ELA: Writing Curriculum**

|   |                            |
|---|----------------------------|
| <b>Content Area/<br/>Grade Level/<br/>Course:</b> | ELA<br>Grade 2<br>Writing  |
| <b>Unit Plan Title:</b>                           | Unit 2: Personal Narrative |
| <b>Time Frame</b>                                 | 7 Weeks                    |

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

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Career Readiness, Life Literacies and Key Skills

- *Career Awareness*
- *Global and Cultural Awareness*
- *Technology Literacy*

Science

- *Ecosystems: Interactions, Energy, and Dynamics*

Social Studies

- *Amistad Mandate*
- *Holocaust Mandate*
- *Asian Americans and Pacific Islanders (AAPI) Mandate*

Comprehensive Health and Physical Education

- *Social and Sexual Health*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

## Unit Summary

In this unit, students will identify the features of narrative writing through the independent and shared reading of mentor texts. Students will participate in conversations about texts and develop an understanding of the purpose of narrative writing and the writing process. They will generate ideas for writing their own narrative based on family stories and important life events. Students will select an idea they are passionate about to develop into a longer piece with sequence and story structure. Students will learn how to reveal strong emotions in their writing by including dialogue and vivid descriptions.

## Standard Number(s)

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLA Science Standards](#)

[NJSLA Social Studies Standards](#)

[Comprehensive Health and PE](#)

[WIDA ELD Standards](#)

### Writing Standards

- 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.
- 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.

### Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - 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 a text read aloud or information presented orally or through other 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.
- 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.

### Language Standards



- 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.
  - C. Use an apostrophe to form contractions and frequently occurring possessives.
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Compare formal and informal uses of English.
- 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.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
  - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - 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).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP2. Attend to financial well-being
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

#### **Essential Question(s)**

- How do writers use narrative writing to make sense of and share personal experiences?
- How do writers use language and words, phrases, conventions, and illustrations to help their reader understand the meaning of the text?

#### **Enduring Understandings**

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Writers collect and select important events to develop and share with readers.
- Writers use narrative techniques to make their stories interesting to readers.
- Writers use their knowledge of language and conventions to improve their writing.

#### **Interdisciplinary Connections**

The *Personal Narrative Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills, Science, Social Studies, and Comprehensive Health & PE:  
 Career Readiness, Life Literacies and Key Skills

- Career Awareness, 9.1.2.CAP.1: *The Day of Ahmed's Secret*
- Global and Cultural Awareness, 9.4.2.GCA:1: *The Day of Ahmed's Secret, Snapshots from the Wedding and My Abuelita*
- Technology Literacy, 9.4.2.TL.2: Students can use their computer device to create and enhance a document.

Science

- Ecosystems: Interactions, Energy, and Dynamics, 2-LS4-1: *Owl Moon and Up North at the Cabin*

Social Studies

- Amistad Mandate: *Dancing in the Wings, Jamaica Louise James, Ma Dear's Aprons, and Ugly Duckling*
- Holocaust Mandate & AAPI Mandate: *How My Parents Learned to Eat*
- AAPI Mandate: *The Day of Ahmed Secrets*

Comprehensive Health and PE

- Social and Sexual Health
  - 2.1.2.SSH.3: *Ma Dear's Aprons*
  - 2.1.2.SSH.4: *How My Parents Learned to Eat, The Keeping Quilt*

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

| Check all that apply.<br>21 <sup>st</sup> Century Themes |   | Check all that apply.<br>21 <sup>st</sup> Century Themes |                                       |
|--|---|--|---------------------------------------|
| <input checked="" type="checkbox"/>                      | Global Awareness  | <input type="checkbox"/>                                 | Creativity and Innovation             |
| <input checked="" type="checkbox"/>                      | Environmental Literacy                                      | <input type="checkbox"/>                                 | Critical Thinking and Problem Solving |
| <input checked="" type="checkbox"/>                      | Health Literacy   | <input checked="" type="checkbox"/>                      | Communication                         |
| <input type="checkbox"/>                                 | Civic Literacy  | <input checked="" type="checkbox"/>                      | Collaboration                         |
| <input type="checkbox"/>                                 | Financial, Economic, Business, and Entrepreneurial Literacy |  |                                       |

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - chronological order
  - collecting
  - culture
  - dedication
  - detail
  - dialogue
  - events
  - generating ideas
  - narrative
  - publishing
  - purpose
  - sensory details
  - sequence
  - structured
  - traditions

- how to engage in collaborative discussion with peers to deepen their understanding of personal narratives
- how to recount key ideas from a read aloud text to deepen understanding of chronological structure
- ways in which writers use rich, descriptive language to create images in their readers' minds
- how illustrations enhance text and how to incorporate them into their own writing
- that personal narratives can share common feelings/emotions and still be unique
- how to find inspiration from traditions, celebrations, important people and events in their lives, as well as, family stories and memories
- how to select an idea for further development based on strong feelings and clear mental images
- that asking questions can help writers gather more information to support topic development
- how to use author's voice to reveal inner thoughts and feelings
- how to use interesting words and details to describe the senses they experienced during events in their story
- how to use temporal and transition words to move their readers through time
- that writers can put words together in interesting ways to add description to their writing
- that their writing must follow a logical order including a beginning, middle, and end with main ideas and supporting details
- that authors have a purpose and focus for their writing and reveal important ideas for their readers to discover
- how to use dialogue to enhance meaning and reader interest (**see Grammar Binder, Sentence Structure, Lessons, 1-2**)
- the importance of using an editing checklist to ensure appropriate spelling, usage, capitalization, and punctuation (**see Grammar Binder, Punctuation, Lessons and Mini-lessons 1-3**)
- how to publish a narrative piece for an authentic audience
- that writers use Author's Notes and Dedications to explain where an idea for a story came from
- that writers reflect on their growth and effectiveness of the strategies they use to help set goals for future writing

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative*: SchoolWide writing assessments and teacher created assignments
- *Benchmark*: \*Publish a narrative piece with an Author's Note and Dedication, Pre/post writing assignments
- *Alternative*: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

### Teaching and Learning Activities

|  |   |
|--|---|
| <p><i>Activities</i></p>                 | <p>Writing Workshop routines and pedagogy<br/>           Routinely write to develop stamina and persistence for independent writing time<br/>           Whole class read-aloud lessons<br/>           Mini-lessons to support all aspects of the writing process<br/>           Use writing notebook to try newly learned strategies and collect ideas<br/>           Opportunities to engage in shared writing experiences and independent writing time<br/>           Confer with teachers<br/>           Collaboration with a writing partner or group<br/>           Participate in publishing celebrations</p> |
| <p><i>Differentiation Strategies</i></p> | <p>Strategy and flexible groups based on formative assessment or student choice<br/>           Provide a variety of appropriate graphic organizers for the genre<br/>           One:One conferring with teacher<br/>           Differentiated checklists and rubrics (if appropriate)</p>   |

Student selected goals for writing  
Level of independence  
Craft additional leads and endings for mentor texts  
Consult mentor texts to support writing  
ELL Supports and Extension activities are included with each lesson  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)  
[Differentiation Strategies for Students with a 504](#)

## Resources

- [Grade 2 Writing Resources](#)
- SchoolWide *Personal Narrative* binder mentor texts
  - *The Day of Ahmed's Secret*, Heide and Gilliland
  - *How My Parents Learned to Eat*, Friedman
  - *Jamaica Louise James, Hest or Dancing in the Wings*, Allen
  - *The Keeping Quilt*, Polacco
  - *Looking Back*, Lowry
  - *Ma Dear's Aprons*, McKissack
  - *My Abuelita*, Johnston
  - *Owl Moon*, Yolen
  - *Snapshots from the Wedding*, Soto
  - *Up North at the Cabin*, Chall
- SchoolWide *Grammar* binder mentor texts
  - *Close Your Eyes*, Banks
  - *First Year Letters*, Danneberg
  - *I Stink!*, McMullan
  - *If You Were A Compound Word*, Shaskan
  - *If You Were a Plural Word*, Shaskan
  - *Night Noises*, Fox
  - *Nouns and Verbs Have a Field Day*, Pulver
  - *Punctuation Takes a Vacation*, Pulver
  - *Snow Day!*, Laminack
  - *To Root, to Toot, to Parachute: What Is a Verb?*, Cleary
- SchoolWide *Grammar* binder lessons
  - Punctuation, Lessons and Mini-lessons 1-3
  - Sentence Structure, Lessons, 1-2

**Wayne School District**  
**ELA: Writing Curriculum**

|   |   |
|---|---|
| <b>Content Area/<br/>Grade Level/<br/>Course:</b> | ELA<br>Grade 2<br>Writing                     |
| <b>Unit Plan Title:</b>                           | Unit 3, Author Study: Informative/Explanatory |
| <b>Time Frame</b>                                 | 8 Weeks                                       |

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2.
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- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
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- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Digital Citizenship*
- *Information and Media Literacy*
- *Technology Literacy*

Science Standards

- *Ecosystems: Interactions, Energy, and Dynamics*
- *Earth's Place in the Universe*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

In this unit, students will use Gail Gibbons as a mentor author. They will learn about Gail Gibbons as a writer, illustrator and person, and how she uses her life experiences, curiosity and interests as inspiration for her writing. Students will explore her collection, identifying her craft moves and techniques. They will draw upon what they have learned from her as a writer as inspiration for their own writing. Students will select a topic to focus on and research using a variety of digital tools and sources to produce writing. They will move through the stages of the writing process in order to publish an informative piece in which they introduce a topic, use facts and definitions to develop points and provide a conclusion. Students will emulate Gibbons as a writer by utilizing similar text features and techniques.

## Standard Number(s)

### [NJSLA ELA Standards](#)

### [Career Readiness, Life Literacies and Key Skills](#)

### [NJSLA Science Standards](#)

### [WIDA ELD Standards](#)

#### Writing Standards

- 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.2.2. 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.

#### Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - 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 a text read aloud or information presented orally or through other 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.
- 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.

#### Language Standards

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Use collective nouns (e.g., group).
  - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - C. Use reflexive pronouns (e.g., myself, ourselves).
  - D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
  - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - 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.
  - C. Use an apostrophe to form contractions and frequently occurring possessives.
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Compare formal and informal uses of English.
- 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.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
  - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - 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).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

#### **Essential Question(s)**

- How do writers write to inform, explain and describe events to others?
- What do effective writers do to help readers learn something new?
- How do authors use craft to make topics interesting?

#### **Enduring Understandings**

- Writers learn and write about topics interesting to them.
- Non-fiction text is often both visually and verbally engaging to entice the reader.
- Writers can use genre features and knowledge of conventions to improve their writing.

#### **Interdisciplinary Connections**

The *Author Study Informative/Explanatory Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Science:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Digital Citizenship, 9.4.2.DC.2: Respect digital content of others
- Information and Media Literacy, 9.4.2.IML.1,9.4.2.IML.3: Evaluate and use appropriate resources, *Recycle*
- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Science Standards

- Ecosystems: Interactions, Energy, and Dynamics: 2-LS4-1: *Nature's Green Umbrella*
- Earth's Place in the Universe, • 2-ESS1-1: *Caves and Caverns* and *Planet Earth/Inside and Out*

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

| Check all that apply.<br>21 <sup>st</sup> Century Themes |   | Check all that apply.<br>21 <sup>st</sup> Century Themes |                                       |
|--|---|--|---------------------------------------|
| <input checked="" type="checkbox"/>                      | Global Awareness  | <input type="checkbox"/>                                 | Creativity and Innovation             |
| <input checked="" type="checkbox"/>                      | Environmental Literacy                                      | <input type="checkbox"/>                                 | Critical Thinking and Problem Solving |
| <input type="checkbox"/>                                 | Health Literacy   | <input checked="" type="checkbox"/>                      | Communication                         |
| <input type="checkbox"/>                                 | Civic Literacy  | <input checked="" type="checkbox"/>                      | Collaboration                         |
| <input type="checkbox"/>                                 | Financial, Economic, Business, and Entrepreneurial Literacy |  |                                       |

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - acknowledgements
  - captions
  - clarity
  - conclusion
  - define
  - diagrams
  - expert/expertise
  - introduction
  - italics
  - key facts
  - labels
  - nonfiction
  - organizational structure
  - peer edit
  - primary and secondary research
  - self-reflection
  - sources
  - writer's "voice"
- that writers can preview mentor authors' books including, Gail Gibbons, during independent reading and identify informative writing and illustration techniques
- that authors ask questions about topics and use primary and secondary research to find answers
- that authors write about topics they are curious and passionate about
- how Gibbons uses nonfiction features to make her topics easier for readers to understand
- how Gibbons uses strong introductions, descriptions, and conclusions to keep her writing informative and engaging
- how to generate ideas for writing based on their questions, curiosities, and what interests them in their world



- how to select a meaningful topic they are passionate about to develop into an informative writing piece
- how to collect and record information about a topic like Gail Gibbons, using books and digital sources, interviews, and observational drawings
- how to select meaningful information from their notes to include in their draft
- how to select and use a variety of methods to organize information in their writing
- how to convey information through illustrations
- how to choose text features seen in mentor texts to enhance their own writing
- that writers pull their readers in from the very beginning by starting with an engaging introduction
- how to create a piece that is reader friendly by using author’s voice to “talk” to their readers
- that authors support their readers’ understanding of the topic by including clear pictures and clear text
- that authors use a variety of word types including nouns, verbs, adjectives, and adverbs in order to enhance their writing (**see *Grammar Binder, Parts of Speech, Mini-lessons 1-4***)
- how to use a peer-writer for feedback on clarity and discovering confusing parts that may need revision
- the importance of purposefully using a variety of punctuation (**see *Grammar Binder, Punctuation, Mini-lesson 5***)
- how to use a peer-writer and an editing checklist to ensure clarity with spelling, grammar, and conventions (**see *Grammar Binder, Punctuation, Mini-lesson 4***)
- how to publish an informational text for an authentic audience
- that writers give credit to their sources by creating Acknowledgement and Dedication pages
- that writers reflect on their growth and effectiveness of the strategies they use to help set goals for future writing

#### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish an informational text with Acknowledgement and Dedication pages, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

#### Teaching and Learning Activities

|  |   |
|--|---|
| <p><i>Activities</i></p>                 | <p>Writing Workshop routines and pedagogy<br/>           Routinely write to develop stamina and persistence for independent writing time<br/>           Whole class read-aloud lessons<br/>           Mini-lessons to support all aspects of the writing process<br/>           Use writing notebook to try newly learned strategies and collect ideas<br/>           Opportunities to engage in shared writing experiences and independent writing time<br/>           Confer with teachers<br/>           Collaboration with a writing partner or group<br/>           Participate in publishing celebrations</p> |
| <p><i>Differentiation Strategies</i></p> | <p>Strategy and flexible groups based on formative assessment or student choice<br/>           Provide a variety of appropriate graphic organizers for the genre<br/>           One:One conferring with teacher<br/>           Incorporating different types of nonfiction writing (narrative nonfiction, how-to, lists, etc.) on a topic<br/>           Differentiated checklists and rubrics (if appropriate)<br/>           Student selected goals for writing</p>   |

Level of independence  
Consult mentor texts to support writing  
ELL Supports and Extension activities are included with each lesson  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)  
[Differentiation Strategies for Students with a 504](#)

## Resources

- [Grade 2 Writing Resources](#)
- SchoolWide *Author Study* binder mentor texts, all texts authored by Gail Gibbons
  - *Bats*
  - *Caves and Caverns*
  - *How a House Is Built*
  - *My Baseball Book*
  - *Nature's Green Umbrella*
  - *Planet Earth/Inside and Out*
  - *Recycle!*
  - *Sun Up, Sun Down*
  - *Sunken Treasure*
  - *Zoo*
- SchoolWide *Grammar* binder mentor texts
  - *Close Your Eyes*, Banks
  - *First Year Letters*, Danneberg
  - *I Stink!*, McMullan
  - *If You Were A Compound Word*, Shaskan
  - *If You Were a Plural Word*, Shaskan
  - *Night Noises*, Fox
  - *Nouns and Verbs Have a Field Day*, Pulver
  - *Punctuation Takes a Vacation*, Pulver
  - *Snow Day!*, Laminack
  - *To Root, to Toot, to Parachute: What Is a Verb?*, Cleary
- SchoolWide *Grammar* binder lessons
  - Punctuation, Mini-lessons 4-5
  - Parts of Speech, Lessons 1-4

**Wayne School District**  
**ELA: Writing Curriculum**

|   |   |
|---|---|
| <b>Content Area/<br/>Grade Level/<br/>Course:</b> | ELA<br>Grade 2<br>Writing                               |
| <b>Unit Plan Title:</b>                           | Unit 4, Letter Writing: Opinion/Informative/Explanatory |
| <b>Time Frame</b>                                 | 8 Weeks   |

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2. NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

Social Studies Standards

- *Geography, People, and the Environment: Spatial Views of the World*

Comprehensive Health and Physical Education

- *Emotional Health*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

In this unit, students will learn the multiple reasons for writing and receiving letters. They will engage in collaborative conversations with peers about topics and read-aloud texts that provide examples of letter writing. Students will identify common features and tone of formal and informal letters within mentor texts and use these features as they write letters for an authentic audience. This unit provides the opportunity for students to explore different types of letters with a variety of purposes including informative, persuasive, narrative, and thank-you letters. Students will choose a letter writing topic and work to strengthen their writing through editing and revision. They will support their opinions with reasons and use linking words to make clear connections. At the end of this unit, students will publish a letter that shares an opinion on a topic or book using reasons, examples, visual elements, and a strong conclusion.

## Standard Number(s)

### [NJSLs ELA Standards](#)

### [Career Readiness, Life Literacies and Key Skills](#)

### [NJSLs Social Studies Standards](#)

### [Comprehensive Health and PE](#)

### [WIDA ELD Standards](#)

#### Writing Standards

- 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.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.3. 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.
- 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.

#### Speaking and Listening Standards

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - 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 a text read aloud or information presented orally or through other 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.
- 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.

#### Language Standards

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Use collective nouns (e.g., group).
  - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - C. Use reflexive pronouns (e.g., myself, ourselves).
  - D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.
  - B. Use commas in greetings and closings of letters.
  - C. Use an apostrophe to form contractions and frequently occurring possessives.
  - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Compare formal and informal uses of English.
- 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.
  - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - 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).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

#### **Essential Question(s)**

- How do writers state a reasonable opinion?
- How do writers incorporate supporting reasons for their opinions?
- How do writers organize their opinion writing so that the opinion and supporting reasons are connected?

#### **Enduring Understandings**

- Writers share their opinions clearly and explain them.
- Writers can use various forms of texts, like letters, to share their opinions.
- Writers compose opinion pieces with an audience and purpose in mind.

#### **Interdisciplinary Connections**

The *Letter Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills, Social Studies and Comprehensive Health and Physical Education:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Social Studies Standards

- Geography, People, and the Environment: Spatial Views of the World, 6.1.2.Geo.SV.1: *Around the World: Who's Been Here?*

Comprehensive Health and Physical Education

- Emotional Health, 2.1.2.EH.1: *Dear. Mr. Henshaw*

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

| Check all that apply.<br><b>21<sup>st</sup> Century Themes</b> |  | Check all that apply.<br><b>21<sup>st</sup> Century Skills</b> |  |
|--|--|--|--|
| <input checked="" type="checkbox"/>                            | <b>Global Awareness</b>  | <input type="checkbox"/>                                       | <b>Creativity and Innovation</b>             |
| <input type="checkbox"/>                                       | <b>Environmental Literacy</b>                                      | <input checked="" type="checkbox"/>                            | <b>Critical Thinking and Problem Solving</b> |
| <input checked="" type="checkbox"/>                            | <b>Health Literacy</b>   | <input checked="" type="checkbox"/>                            | <b>Communication</b>                         |
| <input type="checkbox"/>                                       | <b>Civic Literacy</b>  | <input checked="" type="checkbox"/>                            | <b>Collaboration</b>                         |
| <input type="checkbox"/>                                       | <b>Financial, Economic, Business, and Entrepreneurial Literacy</b> |  |  |

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - addressee
  - closing
  - communicate
  - convincing
  - correspondence/correspondents
  - epistolary
  - formal/informal
  - format
  - generating ideas
  - greet
  - issue
  - letters
  - opinion
  - persuade
  - restate
  - supporting reasons/examples
  - tone
- that there are different purposes for writing letters
- that there are different features and conventional rules of different types of letters (**See Grammar Binder, Capitalization, Lesson 1**)
- that the features of formal and informal letters can be compared and contrasted
- how collections of epistolary letters can tell a story over time
- that writers use letters to express feelings and share experiences with others
- that sending and receiving letters can have an emotional impact and positive effects on relationships

- how to generate ideas for letter writing by listing people in their lives, favorite authors, and questions they may have
- how to write and develop an opinion letter by using linking words to provide reasons or examples
- how to select an addressee and purpose for writing a letter
- how to select a focus and consider purpose and audience when writing
- that writers collect ideas specifically for a letter’s focus and audience as they prepare to write their draft
- that writers consider what details, reasons and examples to include in a letter to make it interesting and convincing to the reader
- how to collect information about and create correspondence between two familiar characters through letter writing
- that the body of a letter is where writers convey information, provide reasons, and explain purposes
- how to use mentor texts for inspiration on how to open and end letters in creative ways
- how to use descriptive details and examples to make a letter more engaging and effective
- that writers use a postscript to provide additional, last-minute information
- that writers edit their drafts for correct formatting and punctuation
- that writers use different parts of speech to vary their writing (**See Grammar Binder, Parts of Speech, Lessons and Mini-lessons 5-9**)
- how to use visual elements (drawings, photographs, etc.) to enhance letters
- how to publish a letter, keeping format and style in mind
- that writers reflect on growth and effectiveness of the strategies used to help set goals for future writing

**Assessments (Pre, Formative, Summative, Other)      Denote required common assessments with an \***

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish an opinion letter including supporting reasons and visual elements, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

**Teaching and Learning Activities**

|                                   |   |
|-----------------------------------|---|
| <i>Activities</i>                 | <p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p> |
| <i>Differentiation Strategies</i> | <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Consult mentor texts to support writing</p>   |

ELL Supports and Extension activities are included with each lesson

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

## Resources

- [Grade 2 Writing Resources](#)
- SchoolWide *Letter Writing* binder mentor texts
  - *Around the World: Who's Been Here? George or The Day the Crayons Quit*, Daywalt
  - *Dear Mr. Henshaw*, Cleary
  - *Dear Mrs. LaRue: Letter from Obedience School*, Teague
  - *Dear Peter Rabbit*, Ada
  - *First Year Letters*, Danneberg
  - *The Gardener*, Stewart
  - *I Wanna New Room*, Orloff
  - *A Letter From Phoenix*, Yolen
  - *Plantzilla*, Nolen
  - *Yours Truly, Goldilocks*, Ada
- SchoolWide *Grammar* binder mentor texts
  - *Close Your Eyes*, Banks
  - *First Year Letters*, Danneberg
  - *I Stink!*, McMullan
  - *If You Were A Compound Word*, Shaskan
  - *If You Were a Plural Word*, Shaskan
  - *Night Noises*, Fox
  - *Nouns and Verbs Have a Field Day*, Pulver
  - *Punctuation Takes a Vacation*, Pulver
  - *Snow Day!*, Laminack
  - *To Root, to Toot, to Parachute: What Is a Verb?*, Cleary
- SchoolWide *Grammar* binder lessons
  - Capitalization, Lesson 1
  - Parts of Speech, Lessons and Mini-lessons 5-9



**Wayne School District**  
**ELA: Writing Curriculum**

|   |  |
|---|--|
| <b>Content Area/<br/>Grade Level/<br/>Course:</b> | ELA<br>Grade 2<br>Writing                      |
| <b>Unit Plan Title:</b>                           | Unit 5: Community Travelers                    |
| <b>Time Frame</b>                                 | 3 Weeks Writing shared with 5 Weeks of Reading |

See Grade 2, Reading Unit 5: [Community Travelers](#) for Writing