



# Grade 2

# Writing Curriculum

Oradell Public School District  
Oradell, NJ

2023

The [Grade 2 Writing Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLs).

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# Oradell Public School District

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## **Board Policy**

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

## **Affirmative Action**

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

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## **Our Language Arts Philosophy**

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington, 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

## **What is Balanced Literacy?**

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading Workshop
- Read-Aloud
- Shared Reading
- Guided Reading
- Writing Workshop
- Interactive Writing
- Shared Writing
- Word Study

## **Reading Workshop**

### **What is Reading Workshop?**

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

### **Minilesson**

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a

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shared text during the active engagement portion of the minilesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

## **Read Aloud**

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

## **Interactive Read-Aloud**

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

## **Shared Reading**

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

## **Guided Reading**

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

## **Independent Reading**

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading,

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guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions, 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

### **Reading Conferences**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning needs) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

### **Reading Strategy Groups**

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

### **Close Reading**

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

### **Book Clubs**

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

# Writing Workshop

## What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child’s writing.

## Mini-lesson

Writing workshop begins with a mini-lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson, 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher will gradually release responsibility to students with strategic levels of support.

## Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets students' needs as a writer (Anderson, 2005). According to Lucy Calkins, a writing conference should contain the following parts:

- 1. **Research:** Observe and note something to praise and something to grow.
- 2. **Decide:** Determine the teaching point.
- 3. **Teach:** Coach a part of the student’s writing process.
- 4. **Link:** Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child’s writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson’s example of a writing conference form.)

Assessment Notes for \_\_\_\_\_ Date \_\_\_\_\_

What am I learning about this student as a writer?	What do I need to teach this student?

© is the symbol for Teaching Point. © is the symbol for Instructional Goal.

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## **Writing Strategy Groups**

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students are struggling with the same writing skill and the teacher can target that particular group.

## **Independent Writing**

This is the time when students practice the skill taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

## **Writing Share**

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

## **Interactive Writing (K-1)**

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

## **Shared Writing (K-6)**

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

## **What is the difference between revising and editing?**

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

## **Word Study**

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy

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concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

### **Phonics Resource for Primary Grades**

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about the many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

### **Word Study in the Upper Grades**

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 3-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource while students in grade 2 use Sadlier's *Vocabulary Workshop: Purple*. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano, 2005).

## **Grammar**

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-Based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

## **All About the Language Arts Curriculum**

### **How was the curriculum developed?**

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create

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additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

## **Modifications**

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson, 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. **Content:** what the student needs to learn or how the student will get access to the information
2. **Process:** activities in which the student engages in order to make sense of or master the content
3. **Products:** culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. **Learning Environment:** the way the classroom works and feels

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## Suggested Pacing Guide for Reading & Writing Units Grade Two

Unit	Approximate Months	Reading Unit	Writing Unit	Phonics	Grammar Skills
1	September/ October	<b>Launching:</b> Careful Readers Have Good Habits	<b>Narrative:</b> <a href="#">Launching Writing Workshop/ Personal Narrative</a>	-Review of Grade 1 Phonics Skills	-Capitalization
2	October/ November	<b>Fiction:</b> Readers Think and Talk About Characters	<b>Narrative:</b> <a href="#">Realistic Fiction</a>	-Short Vowels -Six Syllable Types	-Collective Nouns -Irregular Plural Nouns -Adjectives and Adverbs
3	December	<b>Nonfiction:</b> Informational Strategies and Just Right Books	<b>Informational:</b> <a href="#">Expert Books on a Variety of Topics</a>	-Long Vowels -Two-Syllable Words with Long Vowels -Spelling-Sound Correspondence	-Reflexive Pronouns -Past Tense of Irregular Verbs
4	January/ February	<b>Fiction:</b> Digging Deeper: Folktales, Fairy Tales, Fables	<b>Opinion:</b> <a href="#">Persuasive Letters and Other Texts</a>	-Spelling-Sound Correspondence (Vowel Teams)	-Use of Commas
5	March	<b>Fiction:</b> Reading and Responding to Chapter Books	<b>Opinion:</b> <a href="#">Book Reviews</a>	-Vowel Teams -Common Prefixes and Suffixes	-Use of an Apostrophe
6	April/ May	<b>Nonfiction:</b> Informational Reading Strategies in a Content Area	<b>Informational:</b> <a href="#">Expert Books on Ancient Egypt</a>	-Common Prefixes and Suffixes -Irregularly Spelled Words -Multisyllabic Words	-Simple and Compound Sentences
7	June	<b>Fiction:</b> Book Clubs	<b>Poetry:</b> <a href="#">Big Thoughts in Small Packages</a>	Grade 2 Phonics and Word Analysis in Decoding Words	-Grammar Review

Note: Highlighted activities indicate **Holocaust Awareness**, **Amistad Commission**, or **Asian American Pacific Islander** legislation related activities.

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# Second Grade Writing Curriculum

## Unit 1 Narrative: Launching Writing Workshop/Personal Narrative

### Unit Overview

In the beginning of the year, it is important that the students review the routines and structures of Writing Workshop. Students will learn how to generate ideas from their own life experiences, which will eventually become a personal narrative. They will learn the difference between a “big moment” and a “small moment” (seed idea) story as well as the steps that should be taken in order to develop a story. Students will learn to create a strong lead and an effective ending. They will also write with dialogue, thoughts, details, and feelings in order to enhance their writing. Students are learning to revise their own writing by using checklists and rubrics to assess their writing. Students will learn to write independently, using the skills learned in class. They will use the knowledge they gained from this writing piece and will transfer those skills to later pieces.

### Enduring Understandings

Writers will:

- Learn the routines and management of an independent Writing Workshop.
- Write with stamina and independence through the steps of the writing process.
- Choose ideas that are focused and sustain audience interest.

### Assessments:

Pre-Assessment	Post-Assessment
<p><b>School-wide Writing Prompt:</b> <b>Teacher Instructions:</b> <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Next, read aloud the narrative “The New Scooter.” Remind students that they are not going to write about a scooter. This example is simply to show the children what a story looks like. You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Rubric for Narrative Writing Grade 2</a>.</i></p> <p><b>In your writing, be sure to:</b></p> <ul style="list-style-type: none"><li>• Write your story in order, using clue words to show what happens next.</li><li>• Write with details and descriptions.</li><li>• Be sure to capitalize the first word in each sentence and use end punctuation.</li><li>• Write neatly.</li></ul>	<p><b>School-wide Writing Prompt:</b> <b>Teacher Instructions:</b> <i>Please read aloud the writing prompt below to your students and make sure that it is visible for them. Next, read aloud the narrative “The New Scooter.” Remind students that they are not going to write about a scooter. This example is simply to show the children what a story looks like. You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Rubric for Narrative Writing Grade 2</a>.</i></p> <p><b>In your writing, be sure to:</b></p> <ul style="list-style-type: none"><li>• Write your story in order, using clue words to show what happens next.</li><li>• Write with details and descriptions.</li><li>• Be sure to capitalize the first word in each sentence and use end punctuation.</li><li>• Write neatly.</li></ul>

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<ul style="list-style-type: none"> <li>● Don't forget to use what you know about writing a story (characters, setting, plot - beginning, middle, end).</li> </ul> <a href="#">School Writing Prompt</a>	<ul style="list-style-type: none"> <li>● Don't forget to use what you know about writing a story (characters, setting, plot - beginning, middle, end).</li> </ul> <a href="#">School Writing Prompt</a>
<b>Possible Ongoing Assessments</b>	
<ul style="list-style-type: none"> <li>● Conferring Notes</li> <li>● Teacher Observation</li> <li>● Student Writing Folders</li> <li>● Celebration comments to see if students understand what good narrative writing looks like</li> <li>● Published pieces scored using the <a href="#">2nd Grade Small Moment Story Rubric</a></li> </ul>	

**Standards (NJSLs) Addressed in this Unit**

<b>Reading Literature</b>
<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>
<b>Reading Informational Text</b>
<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<b>Reading Foundational Skills</b>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for common vowel teams.</li> <li>B. Decode regularly spelled two-syllable words with long vowels.</li> <li>C. Decode words with common prefixes and suffixes.</li> <li>D. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>E. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

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## Writing

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking & Listening

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.2.4. 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

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

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.

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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).

### **Computer Science and Design Thinking**

8.1.2.DA.4: Make predictions based on data using charts or graphs.

- Make a chart of the writing workshop model to follow daily.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

- Participate in the writing workshop model.

8.1.2.AP.4: Break down a task into a sequence of steps.

- Participate in the writing workshop model and writing process.

### **Career Readiness, Life Literacies, and Key Skills**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

#### **Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP6 Model integrity, ethical leadership and effective management.

### **Interdisciplinary Connections**

#### **Comprehensive Health and Physical Education**

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

#### **Social Studies**

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

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

## **Unit 1: Launching Writing Workshop/Personal Narrative**

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## Unit 1/Bend 1: Routines and Management of Writing Workshop

***Writers will establish roles and expectations for Writing Workshop by...***

- Thinking about what Writing Workshop looks like and sounds like:
  - Looks like: students listening to the mini- lesson, writing the whole time, tapping out sounds to make words, writing folders, etc.
  - Sounds like: quiet voices, pencils moving, the teacher meeting with students to talk about writing, etc.
- Thinking about their jobs/ roles during Writing Workshop:
  - Students' jobs: listen to the mini- lesson, apply new lessons to writing, write with stamina.
  - Teachers' jobs: teach the mini-lesson and meet with students.
- Using their time wisely and working independently.
- Keeping their writing folder organized (one side is for works in progress, the other side is for finished work).
- Decorating and personalizing their writing folder.

***Writers write with stamina and independence through the steps of the writing process by...***

- Composing a class chart with ways writers get ideas.
- Composing a heart map that highlights important parts of their lives such as important people, places, memories, etc.
- Selecting paper appropriate for writing by thinking about how much they have to say about their ideas.
- Remembering to sketch in the sketch boxes first to plan their writing, then they write.

## Unit 1/Bend 2: Prewriting Small Moment Stories

***Writers immerse themselves in small moment stories by...***

- Reading like writers and thinking about what makes a good small moment story.
- Noticing that small moments are written in the "I" voice.
- Understanding that narratives are written about one short period of time, making it a small moment.
- Thinking about how small moments are written about important, significant events from a writer's life.
- Noticing that a small moment is written with a beginning, middle, and end.

***Writers plan their small moment stories by...***

- Taking a big moment in their life and then picking out smaller moments to zoom in on.
- Writing about important small moments from their lives by thinking about the first time or last time they did something:
  - Examples: the first time I rode my bike, the last time I lost a tooth, the first time I was on a rollercoaster.
- Writing about important people in their lives and find small moment stories about them:
  - Example: fishing with grandma, building a lego structure with

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	<p>my brother, etc.</p> <ul style="list-style-type: none"> <li>● Looking at their heart map for significant small moment stories.</li> <li>● Finding important small moment stories by thinking about feelings: <ul style="list-style-type: none"> <li>○ Times I was sad, surprised, angry, etc.</li> </ul> </li> <li>● Choosing small moment stories that are important enough to share with their writing partners.</li> <li>● Planning their story across pages by sketching first.</li> <li>● Writing across pages, matching their sketches.</li> </ul>
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**Unit 1/Bend 3: Drafting Small Moment Stories**

<p><b><i>Writers write their stories with a beginning, middle, and an end by...</i></b></p>	<ul style="list-style-type: none"> <li>● Zooming in on important parts by including dialogue: <ul style="list-style-type: none"> <li>○ Writers add dialogue by using quotation marks and dialogue tags.</li> </ul> </li> <li>● Zooming in on important parts by including action: <ul style="list-style-type: none"> <li>○ Writers add action by using verbs in their writing.</li> </ul> </li> <li>● Zooming in on important parts by including internal thoughts: <ul style="list-style-type: none"> <li>○ Writers add internal thoughts by thinking about their thoughts in that small moment and what they were wondering.</li> </ul> </li> <li>● Beginning their small moment story with a lead that grabs their reader: <ul style="list-style-type: none"> <li>○ Writers think about beginning their stories with setting, dialogue, feeling, or in the middle of action.</li> </ul> </li> <li>● Making sure they write their stories in the first person (“I”).</li> <li>● Using transition words to tell their story in order: <ul style="list-style-type: none"> <li>○ Transition words: then, so, when, then, after, finally.</li> <li>○ Transition phrases: a little later, after that.</li> </ul> </li> </ul>
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<p><b><i>Writers elaborate the beginning, middle, and end of their story by...</i></b></p>	<ul style="list-style-type: none"> <li>● Including feelings into their story by using “show not tell.” <ul style="list-style-type: none"> <li>○ Writers create a picture or movie in the reader’s mind by showing instead of telling about what had happened.</li> <li>○ Action, dialogue, inner thoughts, adjectives, or sensory details can be used to “show not tell.”</li> </ul> </li> <li>● Knowing that the most important part of their story is usually the longest part of their story.</li> <li>● Continuing to use dialogue, action, and internal thoughts throughout their story.</li> </ul>
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**Unit 1/Bend 4: Fixing Up and Publishing Your Best Work: Revision, Editing, and Publishing.**

<p><b><i>Writers reread like detectives to revise their writing by...</i></b></p>	<ul style="list-style-type: none"> <li>● Selecting a piece to publish after reading through their small moment drafts in their writing folders and choosing the most significant one.</li> <li>● Rereading their writing to their partner to see if it makes sense while receiving/ giving meaningful feedback: <ul style="list-style-type: none"> <li>○ “Could you tell me more about this part?”</li> <li>○ “I like this part because... “</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ “I’m noticing... “</li> <li>○ “I think this would be a good spot to add ____.”</li> <li>● Completing a checklist that focuses on the structure of their story: <ul style="list-style-type: none"> <li>○ Lead- action, talk, or setting is used for a beginning sentence.</li> <li>○ Transitions- tell the story in order by using words such as when, then, and after.</li> <li>○ Ending- action, talk, or feeling is used for an ending sentence.</li> <li>○ Organization- the story is written on a lot of lines on a page and written across many pages.</li> </ul> </li> <li>● Completing a checklist that focuses on the development of their story: <ul style="list-style-type: none"> <li>○ Elaboration- the real-life characters are brought to life with details, talk, and actions.</li> <li>○ Craft- strong words are used to help readers picture the story.</li> </ul> </li> </ul>
<b><i>Writers edit their writing by...</i></b>	<ul style="list-style-type: none"> <li>● Rereading their writing to check for capitalization: <ul style="list-style-type: none"> <li>○ Writers use capital letters at the beginning of a sentence, when using the word “I”, names, holidays, and all proper nouns.</li> </ul> </li> <li>● Checking their writing for end punctuation: <ul style="list-style-type: none"> <li>○ Writers use different punctuation such as: periods, question marks, exclamation points, and quotation marks.</li> </ul> </li> <li>● Checking their writing for spelling errors: <ul style="list-style-type: none"> <li>○ Writers apply spelling patterns they already know.</li> <li>○ Writers use word walls to check their spelling.</li> <li>○ Writers tap out sounds.</li> </ul> </li> </ul>
<b><i>Writers prepare for publishing by...</i></b>	<ul style="list-style-type: none"> <li>● Selecting a title that reflects the importance of their small moment story.</li> <li>● Adding color and details to their sketches.</li> <li>● Creating an “All About The Author” page.</li> <li>● Creating a cover.</li> </ul>
<b><i>Writers share their published pieces and celebrate by...</i></b>	<ul style="list-style-type: none"> <li>● Celebrating their published books with a museum share.</li> <li>● Reading each other’s stories independently and give compliments on a compliment sheet.</li> </ul>

## Unit 1: Grammar/Mechanics

### Capitalization:

Writers will...

- Use capital letters at the beginning of a sentence, when using the word “I”, names, holidays, product names, geographic names.

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Use anchor chart to generate ideas, such as "Heart Map".
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as "Small Moment" organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.

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- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use anchor chart to generate ideas, such as “Heart Map”.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use anchor chart to generate ideas, such as “Heart Map”.
- Define emotions and feelings.
- Provide graphic organizer for timelines.

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- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use anchor chart to generate ideas, such as “Heart Map”.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.

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- Provide opportunities to use student notebook as an example.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

## **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

*Fireflies* by Julie Brinckloe

*Roller Coaster* by Marla Frazee

*A Chair For My Mother* by Vera B. Williams

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*Kissing Hand* by Audrey Penn  
*Saturdays and Teacakes* by Lester Laminack  
*Owl Moon* by Jane Yolen  
*Snow Day* by Lester Laminack  
*The Relatives Came* by Cynthia Rylant  
*Exclamation Point* by Amy Krouse Rosenthal

### **Professional Resources**

*Units of Study in Opinion, Information, and Narrative Writing; Lessons from the Masters: Improving Narrative Writing, Grade 2, Unit 1, Narrative*, by Lucy Calkins, Amanda Hartman, and Julia Mooney  
2013

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.  
Portsmouth, NH: Heinemann.

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## Unit 2 Narrative: Realistic Fiction

### Unit Overview

Students will expand their knowledge of narrative writing by writing another narrative piece in which they create a realistic character with a believable problem/issue. The students will immerse themselves in realistic fiction stories to explore the characteristics of a realistic fiction story and gather ideas from them. They will draw and use graphic organizers to plan the structure of their realistic fiction story to make sure they stay focused on their ideas. Students will elaborate their stories by bringing their characters to life when adding thought, action, and dialogue. In these stories, students will explore different ways to write a strong lead and end their stories with a sense of closure. Students will learn to self-assess when they revise and edit. They will select their best work to revise, edit, and publish.

### Enduring Understandings

Writers will:

- Collect and create realistic fiction stories with believable characters and problems/troubles.
- Bring their characters to life with thought, action, and dialogue.
- Write with elaboration by adding details to their realistic fiction stories.
- Independently go back into their writing to revise and edit.

### Assessments

Pre-assessment	Post-assessment
<p><b>Prompt:</b> “I’m excited to see what you can do as writers of Realistic Fiction stories. Sally is a second grader. Write a story about a problem Sally had in school and how she solved it. You’ll have 45 minutes to write this true story. You will need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show of all you know about narrative writing.” <i>This example is simply to show the children what a story looks like. You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Rubric for Narrative Writing Grade 2</a>.</i></p> <p><b>In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Make a beginning for your story</li><li>● Show what happened, in order</li><li>● Use details to help readers picture your story</li><li>● Make an ending for your story</li></ul>	<p><b>Prompt:</b> “I’m excited to see what you can do as writers of Realistic Fiction stories. Sally is a second grader. Write a story about a problem Sally had in school and how she solved it. You’ll have 45 minutes to write this true story. You will need to plan, draft, revise and edit in one sitting. Write in a way that allows you to show of all you know about narrative writing.” <i>This example is simply to show the children what a story looks like. You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Rubric for Narrative Writing Grade 2</a>.</i></p> <p><b>In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Make a beginning for your story</li><li>● Show what happened, in order</li><li>● Use details to help readers picture your story</li><li>● Make an ending for your story</li></ul>
<b>Possible Ongoing Assessments</b>	

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- Conferring Notes
- Teacher Observation
- Student Writing Folders
- Celebration comments to see if students understand what good realistic fiction writing looks like
- Published pieces scored using the [OPS Rubric for Narrative Writing Grade 2](#).

## Standards (NJSL) Addressed in this Unit

### Reading Literature

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

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

### Reading Informational Text

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Reading Foundational Skills

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know spelling-sound correspondences for common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

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.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### Speaking & Listening

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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.2.4. 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

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. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- D. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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*).

## Computer Science and Design Thinking

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

- Use writing tools to develop a writing piece.

## Career Readiness, Life Literacies, and Key Skills

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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

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9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP6 Model integrity, ethical leadership and effective management.

**Interdisciplinary Connections**

**Social Studies**

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

**Unit 2: Realistic Fiction**

**Suggested Teaching Points**

**Unit 2/Bend 1: Exploring and Planning the Elements of Realistic Fiction**

<b><i>Writers notice the characteristics of realistic fiction stories by...</i></b>	<ul style="list-style-type: none"><li>● Immersing themselves in realistic fiction stories.</li><li>● Thinking about other realistic fiction stories they have already written or read.</li><li>● Creating a class chart of noticings of realistic fiction stories:<ul style="list-style-type: none"><li>○ Stories are believable.</li><li>○ Stories have a problem and solution.</li><li>○ Stories have a beginning, middle, and end.</li><li>○ Stories have characters who do things, say things, and feel things.</li></ul></li></ul>
<b><i>Writers create believable characters and problems by...</i></b>	<ul style="list-style-type: none"><li>● Generating a list of possible realistic fiction topics.</li><li>● Generating a list of possible realistic problems.</li><li>● Developing characters around their realistic topics/ problems.</li><li>● Creating believable characters who are around their age.</li><li>● Sketching their realistic fiction characters with external traits.</li><li>● Jotting down notes about their characters' internal traits.</li></ul>
<b><i>Writers plan their realistic fiction stories by...</i></b>	<ul style="list-style-type: none"><li>● Sketching across multiple pages.</li><li>● Touching each page with their sketches and telling their writing partner about what they will write.</li><li>● Thinking about possible ways their story could go with their writing partners.</li><li>● Jotting a quick Post- it for each page.</li><li>● Using a "Somebody... Wanted... But... So... Then... " organizer to plan the structure of their story.</li></ul>

**Unit 2/ Bend 2: Drafting Realistic Fiction Stories with Elaboration**

<b><i>Writers write realistic fiction stories by...</i></b>	<ul style="list-style-type: none"><li>● Following their plans as they write realistic fiction stories:<ul style="list-style-type: none"><li>○ Students should refer to the character they created, use their</li></ul></li></ul>
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	<p>external and internal character traits, and follow the storyline they created by sketching.</p> <ul style="list-style-type: none"> <li>● Writing their realistic fiction stories in a storyteller's voice.</li> <li>● Bringing their characters to life: <ul style="list-style-type: none"> <li>○ Characters do, say, and feel throughout the story.</li> </ul> </li> <li>● Not just revising at the end. Writers revise throughout the process and can start by rereading what they have previously written before continuing to add to their drafts.</li> <li>● Starting off the story off with a strong lead. Writers try their leads many ways before choosing the one they like best for their story: <ul style="list-style-type: none"> <li>○ Writers can start by describing the setting. Think about the place, time, and the environment of where the story is taking place.</li> <li>○ Writers can start in the action of their story.</li> <li>○ Writers can start with a sound word and then follow the sound with action, dialogue, thought, etc.</li> <li>○ Writers can start with their character speaking by using dialogue.</li> <li>○ Writers can start with their character's inner thoughts.</li> <li>○ Writers can start with a description of their character.</li> </ul> </li> <li>● Writing with a sense of closure: <ul style="list-style-type: none"> <li>○ Writers make sure that the character's trouble/problem is solved at the end.</li> <li>○ Writers can choose to end in the moment. Think about the last event that happened in the story, connect to that idea. Write a conclusion that stays in that moment.</li> <li>○ Writers can choose to end with last words from the character. Wrap up a story by staying close to the heart of the moment you're writing about. Try to state the final dialogue of the character in the story.</li> <li>○ Writers can choose to write with a circular ending. Writers can finish their story in a similar style to how they began their story.</li> </ul> </li> </ul>
<p><b><i>Writers write more realistic fiction stories by...</i></b></p>	<ul style="list-style-type: none"> <li>● Beginning a new realistic fiction story when they are finished by creating a new character.</li> <li>● Beginning a new realistic fiction story when they are finished by creating a new storyline for their existing character.</li> <li>● Beginning a new realistic fiction story by planning their story.</li> <li>● Writing with elaboration in mind (what characters do, say, and feel).</li> </ul>

<p><b>Unit 2/Bend 3: Fixing Up and Publishing Your Best Work: Revision, Editing, and Publishing.</b></p>	
<p><b><i>Writers revise their realistic fiction stories by...</i></b></p>	<ul style="list-style-type: none"> <li>● Going back in their writing folders and choosing their favorite story to publish.</li> <li>● Finding a part of their draft that needs work and then taking a separate piece of paper and trying something different for that part.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Looking for places that need more description or detail: <ul style="list-style-type: none"> <li>○ Writers “crack open nouns” by taking a single word or phrase and turning it into a longer descriptive phrase.</li> <li>○ Example: “a lot” can turn into specific examples of what “a lot” includes.</li> </ul> </li> <li>● Using “show, don’t tell” with senses to describe places.</li> <li>● Using “show, don’t tell” with emotions.</li> <li>● Letting the reader know who is talking. <ul style="list-style-type: none"> <li>○ Readers will know who is talking by looking for quotation marks and dialogue tags.</li> </ul> </li> <li>● Rereading their story to their writing partner to look for what is missing and take out what does not belong.</li> </ul>
<b><i>Writers edit their realistic fiction stories by...</i></b>	<ul style="list-style-type: none"> <li>● Capitalizing certain words in their stories. <ul style="list-style-type: none"> <li>○ Capital letters start a sentence, the word I, the name of a specific person or place (proper nouns) and all other letters are lowercase.</li> </ul> </li> <li>● Checking for end punctuation.</li> <li>● Rereading their story and checking that the characters have names and that they used “he” “she” and “they” when talking about characters.</li> <li>● Checking their spelling by using the word wall and other resources.</li> <li>● Working independently and with their writing partner to use an editing checklist.</li> </ul>
<b><i>Writers get ready to publish their writing for their celebration by...</i></b>	<ul style="list-style-type: none"> <li>● Coloring their pictures.</li> <li>● Creating a front cover.</li> <li>● Creating an “About the Author” page.</li> <li>● Creating a dedication page.</li> <li>● Celebrating their realistic fiction books by sharing their books with others with a publishing party.</li> </ul>

## Unit 2: Grammar and Mechanics

### **Collective Nouns:**

Writers will...

- Use collective nouns (i.e. *group*) Refer to [Collective Nouns Video](#)

### **Irregular Plural Nouns:**

Writers will...

- Form and use frequently occurring irregular plural nouns. For example: feet, children, teeth, mice, and fish.
  - [Irregular Noun List](#)

### **Adjectives and Adverbs:**

Writers will....

- Use adjectives and adverbs, and choose between them depending on what is to be modified.

## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide organizer to help understand [SWBST](#)
- Refer to anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as "Small Moment" organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.

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- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide organizer to help understand [SWBST](#)
- Refer to anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as "Small Moment" organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.

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- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide organizer to help understand [SWBST](#)
- Refer to anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide organizer to help understand [SWBST](#)
- Refer to anchor chart to generate ideas.
- Define emotions and feelings.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.

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- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Provide opportunities to use student notebook as an example.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts

- Connections:
  - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Diversity Mandate Read-Aloud Lesson Plans**

November: [The Name Jar by Yangsook- Choi](#)

### **Suggested Mentor Texts**

[Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst

[The Name Jar](#) by Jengsook Choi

[Fly Away Home](#) by Eve Bunting

[The Snowy Day](#) by Ezra Jack Keats

[Nothing Ever Happens on 90th Street](#) by Roni Schotter

[Come on, Rain!](#) By Karen Hesse

[Allie's Basketball Dream](#) by Barbara Barber

### **Professional Resources**

*Units of Study in Opinion, Information, and Narrative Writing; Lessons from the Masters: Improving Narrative Writing, Grade 2, Unit 1, Narrative*, by Lucy Calkins, Amanda Hartman, and Julia Mooney  
2013

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.  
Portsmouth, NH: Heinemann.

## Unit 3: Informational: Expert Books on a Variety of Topics

### Unit Overview

This unit welcomes second graders into the world of nonfiction writing by encouraging them to explore all the topics they are an “expert” on. Students will learn that they can take anything they know a lot about (soccer, dogs, an ice cream shop) and write chapters that will teach their readers about the topic. Students will make connections to the nonfiction books they read by categorizing and organizing their information into chapters. Students will learn how to write a topic sentence for each chapter and how to provide a concluding statement. This unit will boost student confidence as they write with pride on topics they are an “expert” on.

### Enduring Understandings

Writers will:

- Choose one topic they are an “expert” on to write an informational piece.
- Set goals for their writing.
- Write topics with supporting details.
- Use text features in their writing.
- Include pictures to match their writing.
- Share their knowledge with the community.

### Assessments

Pre-Assessment	Post-Assessment
<p><b>Prompt:</b> “Think of a topic that you’ve studied or that you know a lot about. You will have 45 minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. You’ll need to plan, draft, revise and edit in one setting. Write in a way that shows all you know about informational writing, while teaching us about your topic.”</p> <p><i>You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Informational Writing Rubric Grade 2</a></i></p> <p><b>“In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Introduce the topic you will teach about</li><li>● Include lots of information</li><li>● Organize your writing</li><li>● Use transition words</li><li>● Write an ending”</li></ul>	<p><b>Prompt:</b> “Think of a topic that you’ve studied or that you know a lot about. You will have 45 minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. You’ll need to plan, draft, revise and edit in one setting. Write in a way that shows all you know about informational writing, while teaching us about your topic.”</p> <p><i>You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Informational Writing Rubric Grade 2</a></i></p> <p><b>“In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Introduce the topic you will teach about</li><li>● Include lots of information</li><li>● Organize your writing</li><li>● Use transition words</li><li>● Write an ending”</li></ul>
<b>Possible Ongoing Assessments</b>	

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- Conferring Notes
- Teacher Observation
- Student Writing Folders
- Celebration comments to see if students understand what good informational writing looks like
- Published pieces scored using the [OPS Informational Writing Rubric Grade 2](#)

## Standards (NJSL) Addressed in this Unit

### Reading Literature

N/A

### Reading Informational

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### Reading Foundation

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know spelling-sound correspondences for common vowel teams.

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

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.2.7. 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).

### Speaking & Listening

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

### Language

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- C. Use reflexive pronouns (e.g., *myself*, *ourselves*).

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*).

### Computer Science and Design Thinking

8.1.2.AP.4: Break down a task into a sequence of steps.

- Follow writer's workshop process

### Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  
 9.4.2.DC.1: Explain differences between ownership and sharing of information.  
 9.4.2.DC.2: Explain the importance of respecting digital content of others.  
 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).  
 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.  
 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).  
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.  
 CLKSP4 Demonstrate creativity and innovation.  
 CLKSP6 Model integrity, ethical leadership and effective management.

**Interdisciplinary Connections**

**Social Studies**

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

**Unit 3: Informational: Expert Books on a Variety of Topics**

**Suggested Teaching Points**

<b>Unit 3/Bend 1: Writers Mine Through Expert Topics</b>	
<b><i>Students read with the lens of a writer and notice the characteristics of nonfiction books by...</i></b>	<ul style="list-style-type: none"> <li>● Immersing themselves in informational/all about books.</li> <li>● Spending time noticing how informational/all about books books are organized.</li> <li>● Asking themselves, “How do writers teach others?”</li> <li>● Creating a class chart of noticings and characteristics of informational/all about books.</li> </ul>
<b><i>Writers plans their informational books by...</i></b>	<ul style="list-style-type: none"> <li>● Generating a list of topics they know a lot about and believe they are an expert on.</li> <li>● Taking one topic at a time from their expert lists and creating a web to show what they know.</li> <li>● Creating a table of contents that lists the big categories of information.</li> <li>● Writing more than one version of the table of contents for their topic.</li> <li>● Taking one of their topics from their table of contents and zooming in on one topic at a time.</li> <li>● Thinking of subtopics for each chapter.</li> </ul>
<b><i>Writers think about each</i></b>	<ul style="list-style-type: none"> <li>● Thinking about what kind of writing each chapter will be (how to</li> </ul>

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<i>chapter before they write by...</i>	<p>page, etc.)</p> <ul style="list-style-type: none"> <li>● Choosing different kinds of paper that will best support each chapter.</li> </ul>
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### Unit 3/Bend 2: Writing to Teach Others About Our Expert Topics

<i>Writers begin an informational book with an introduction by...</i>	<ul style="list-style-type: none"> <li>● Studying how other informational authors have written introductions.</li> <li>● Writing an introduction that grabs the reader.</li> <li>● Writing an introduction that generates interest and enthusiasm for the topic.</li> <li>● Asking questions in their introduction to draw in readers.</li> </ul>
<i>Writers draft the chapters in their book by...</i>	<ul style="list-style-type: none"> <li>● Planning each chapter carefully before writing it.</li> <li>● Creating a list of information that needs to go into each chapter before writing it.</li> <li>● Rereading their list to see if any information needs to be taken out of a chapter or moved to another chapter.</li> <li>● Thinking about the organization within each chapter.</li> <li>● Thinking about headings and subheadings.</li> <li>● Thinking about which nonfiction text features to include in each chapter, depending on the topic.</li> <li>● Beginning each chapter with a topic sentence.</li> </ul>

### Unit 3/Bend 3: Revising and Editing Nonfiction Books

<i>Writers elaborate each chapter by...</i>	<ul style="list-style-type: none"> <li>● Including facts to say more about a topic</li> <li>● Giving specific examples.</li> <li>● Adding a reflection (The surprising thing is...).</li> <li>● Using show, not tell.</li> <li>● Using comparisons (big as a...).</li> <li>● Using specific vocabulary.</li> <li>● Using transition words to elaborate (such as, also, for example, etc.).</li> <li>● Adding more to the smaller chapters.</li> <li>● Adding tips or “fun facts” to their chapters.</li> </ul>
<i>Writers revise their all about book by...</i>	<ul style="list-style-type: none"> <li>● Reading their book to make sure it makes sense, both independently and with their writing partners.</li> <li>● Taking out parts that don’t belong.</li> <li>● Reordering their chapters.</li> <li>● Recreating their table of contents to align with the new order of the chapters.</li> <li>● Revising their word choice.</li> <li>● Adding captions and labels to pictures and diagrams.</li> <li>● Adding a glossary.</li> <li>● Studying conclusions included in various all about books.</li> <li>● Making sure they have a conclusion.</li> </ul>

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<p><b>Writers will edit their writing by...</b></p>	<ul style="list-style-type: none"> <li>● Checking for capital letters, independently and with their writing partners (beginning of sentences, proper names, titles).</li> <li>● Checking for end punctuation, independently and with their writing partners (periods, exclamation points, question marks).</li> <li>● Checking their spelling with the word wall and another spelling resources in the classroom.</li> <li>● Making sure each chapter is readable.</li> </ul>
<p><b>Writers “fancy up” their writing for their celebration by...</b></p>	<ul style="list-style-type: none"> <li>● Coloring their pictures.</li> <li>● Using online resources to print one “real photograph” to include in their book.</li> <li>● Creating front and back covers (with blurbs).</li> <li>● Bolding important words that align with the glossary.</li> </ul>

### Unit 3: Grammar and Mechanics

#### Reflexive Pronouns:

Writers will...

- Use reflexive pronouns (*i.e. myself, ourselves*)
  - I — myself
  - you — yourself/**yourselves**
  - he — himself
  - she — herself
  - one — oneself
  - it — itself
  - we — ourselves
  - they — themselves

#### Past Tense of Irregular Verbs

Writers will...

- Form and use the past tense of frequently occurring irregular verbs (*i.e. sat, hid, told*)
  - **irregular verb.** A **verb** in which the past tense is not formed by adding the usual -ed ending.
  - [Irregular Verb Video](#)

### Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

#### Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.

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- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.

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- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring,

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#### TCRWP Assessments for Information Writing.

- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

#### Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Provide opportunities to use student notebook as an example.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

## Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### Suggested Mentor Texts

*Butterflies and Moths* by Nic Bishop

*Frogs* by Gail Gibbons

*Sharks!* by Sally Morgan

*Pierre the Penguin* by Jean Marzollo

*The Bicycle Book* by Gail Gibbons

*All Kinds of Habitats (It’s Science!)* by Sally Hewitt

*The Abcs of Habitats (Abcs of the Natural World)* by Bobbie Kalman

*Nature’s Patchwork Quilt: Understanding Habitats* by Mary Miche

*What Is the World Made Of? All About Solids, Liquids, and Gases* by Kathleen Weidner Zoehfeld

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*Solids, Liquids, And Gases* (Rookie Read-About Science) by Ginger Garrett  
Any National Geographic books

### **Professional Resources**

*Units of Study in Opinion, Information, and Narrative Writing, If...Then...Curriculum Grade 2*, Information Books: Using Writing to Teach Others All about Our Favorite Topics.  
Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.  
Portsmouth, NH: Heinemann.

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## Unit 4 Opinion: Persuasive Letters and Other Texts

### Unit Overview

Students will express their opinions through writing. Students will be exposed to a variety of opinion and persuasive writing through texts, articles, etc. Students will “notice” various opinion features about certain types of texts. Students will learn to clearly state an opinion through providing specific reasons to support their opinion. By doing this, the students will write opinion pieces to attempt to get the reader to feel or believe the same way. Students will be introduced to the components of writing a letter, in order to write persuasive letters with evidence/reasoning to convince readers of their belief.

### Enduring Understandings

Writers will:

- Set goals for their writing.
- Use letter format when writing.
- Write a clear beginning to introduce and clearly state their opinion.
- Give reasons and examples to support their opinion.
- Write an ending which will remind readers of the opinion stated.
- Choose words that would make readers agree with the opinion stated.
- Write letters using all of the components of letter writing.
- Use transition words to move from one point to the next.

### Assessments

Pre-assessment	Post-assessment
<p><b>Prompt:</b> “Write a letter to the principal stating why you should have more recess time after lunch. You will have 45 minutes to write a letter, state your opinion and tell the reasons why you feel that way. When you do this, think about what you know about persuasive letters. You will need to plan, draft, revise and edit in one setting.”</p> <p><i>You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Opinion Writing Rubric Grade 2</a></i></p> <p><b>“In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Name your opinion</li><li>● Give reasons and evidence to explain why you have that opinion</li><li>● Write an ending</li></ul>	<p><b>Prompt:</b> “Write a letter to the principal stating why you should have more recess time after lunch. You will have 45 minutes to write a letter, state your opinion and tell the reasons why you feel that way. When you do this, think about what you know about persuasive letters. You will need to plan, draft, revise and edit in one setting.”</p> <p><i>You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Opinion Writing Rubric Grade 2</a></i></p> <p><b>“In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Name your opinion</li><li>● Give reasons and evidence to explain why you have that opinion</li><li>● Write an ending</li></ul>
<b>Possible Ongoing Assessments</b>	

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- Conferring Notes
- Teacher Observation
- Student Writing Folders
- Celebration comments to see if students understand what good opinion writing looks like
- Published pieces scored using the [OPS Opinion Writing Rubric Grade 2](#)

## Standards (NJSL) Addressed in this Unit

### Reading Literature

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

### Reading Foundational Skills

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know spelling-sound correspondences for common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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.

### Speaking & Listening

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

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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. 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.2.5. 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*).

### Computer Science and Design Thinking

8.2.2.ED.1: Communicate the function of a product or device.

- Use a graphic organizer to prewrite.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

- Discuss how products are sold based on persuasion.

8.2.2.ITH.2: Explain the purpose of a product and its value.

- List facts and functions of a product.

8.2.2.ITH.3: Identify how technology impacts or improves life.

- Describe the purpose of a product.

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

- Describe the purpose of a product and how it may improve daily life. For example, the invention of the vacuum.

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

- Develop a commercial to sell a product.

### Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship.



## Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

## Interdisciplinary Connections

### Social Studies

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

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## Unit 4 Opinion: Persuasive Letters and Other Texts

### Suggested Teaching Points

#### Unit 4/Bend 1: Finding Claims to Write About

#### ***Writers read like writers by...***

- Immersing themselves in opinion pieces such as: opinion stories, letters, etc:
  - “What do we notice this writer is doing?”
  - “How do writers convince others?”
- Reading persuasive letters and thinking about what the author is trying to convince us about.
- Differentiating between facts and opinions.
- Using photocopies of pages from books and opinion pieces to highlight words that they think uses persuasive language:
  - “One reason is...”
  - “Another reason is...”
  - “You should...”
  - This is important because...”
- Creating a class chart of noticings and characteristics of opinion pieces:
  - Letter format
  - Writing to an audience
  - Stating a claim
  - Reasons and evidence to support a claim

#### ***Writers observe the world to find topics to write about by...***

- Looking for things that they want to convince others to do.
  - Recycle, stay up later, etc.
- Looking for things they want to change.
- Thinking about how life in second grade can be even better.
- Observing their home life and thinking about things they want to change.
- Asking themselves, “How can I use writing to make the world a better place?”

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	<ul style="list-style-type: none"> <li>● Thinking about favorite things they want to convince others about: <ul style="list-style-type: none"> <li>○ Favorite vacation spot, restaurant, animal, etc.</li> </ul> </li> </ul>
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### Unit 4/Bend 2: Persuasive Writing Pieces

<b><i>Writers support their claims with evidence by...</i></b>	<ul style="list-style-type: none"> <li>● Thinking back to the claims they found when exploring the world around them to write long about.</li> <li>● Using a graphic organizer to tell the reasons that support what they want/ think (I think I should get a dog because... ).</li> <li>● Using a graphic organizer to write examples to support their reasons.</li> <li>● Using transitional phrases to help them support their claims. <ul style="list-style-type: none"> <li>○ For example</li> <li>○ Another reason</li> </ul> </li> <li>● Writing a persuasive piece to convince the audience of their opinion.</li> </ul>
<b><i>Writers write opinion pieces by...</i></b>	<ul style="list-style-type: none"> <li>● Taking their graphic organizers and writing each section in a paragraph.</li> <li>● Drafting a persuasive piece that convinces the audience of their opinion.</li> <li>● Writing with emotions and feelings to hook their audience in.</li> <li>● Writing a strong hook sentence that grabs their audience.</li> <li>● Writing a conclusion that restates their claim.</li> </ul>
<b><i>Writers get ready to publish an opinion piece by...</i></b>	<ul style="list-style-type: none"> <li>● Going back to a finished claim and making sure that their reasons and examples support their opinion.</li> <li>● Adding transitional phrases.</li> <li>● Editing to check that names are spelled correctly and capitalized.</li> <li>● Editing their sentences to check their spelling using classroom resources.</li> <li>● Editing their sentences to check for correct use of punctuation.</li> <li>● Choosing their favorite piece to rewrite or type as a final copy.</li> </ul>

### Unit 4/Bend 3: Persuasive Letters

<b><i>Writers use the structure of a letter to share their opinion with others by...</i></b>	<ul style="list-style-type: none"> <li>● Learning the parts of a letter: <ul style="list-style-type: none"> <li>○ Heading</li> <li>○ Greeting</li> <li>○ Body</li> <li>○ Closing</li> <li>○ Signature</li> </ul> </li> <li>● Choosing an audience for their piece and writing to persuade that specific audience.</li> <li>● Making sure they are using the proper greeting and closing for their audience: <ul style="list-style-type: none"> <li>○ Dear _____,</li> <li>○ To _____,</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Love,</li> <li>○ Sincerely,</li> <li>○ From,</li> <li>● Using their graphic organizer to write a strong body of their persuasive letter.</li> <li>● Drafting another plan on a graphic organizer before writing a new letter.</li> </ul>
<b>Writers support their claims with evidence by...</b>	<ul style="list-style-type: none"> <li>● Thinking back to the claims they found when exploring the world around them to write long about.</li> <li>● Using a graphic organizer to tell the reasons that support what they want/ think (I think I should get a dog because... ).</li> <li>● Using a graphic organizer to write examples to support their reasons.</li> <li>● Using transitional phrases to help them support their claims: <ul style="list-style-type: none"> <li>○ For example</li> <li>○ Another reason</li> </ul> </li> <li>● Writing a conclusion that restates their claim.</li> </ul>
<b>Writers get ready to publish a letter by...</b>	<ul style="list-style-type: none"> <li>● Rereading their letters and picking the one they feel most strongly about.</li> <li>● Rereading their letter to see if it makes sense by themselves and with a partner.</li> <li>● Making sure they have reasons and examples that support their claim.</li> <li>● Adding transitional phrases.</li> <li>● Editing to check that names are spelled correctly and capitalized.</li> <li>● Editing to check the date for commas and capital letters.</li> <li>● Editing their sentences to check their spelling using classroom resources.</li> <li>● Editing their sentences to check for correct use of punctuation.</li> <li>● Editing independently first and then with a writing partner.</li> <li>● Choosing their favorite draft to publish by rewriting it or typing it.</li> </ul>

## Unit 4: Grammar and Mechanics

### Use of Commas:

Writers will...

- Use commas in greetings and closings in letters.
  - Personal letters, also known as friendly letters, and social notes normally have five parts.
    - The Heading. This includes the address, line by line, with the last line being the date.
    - The Greeting. The greeting always ends with a comma.
    - The body. Also known as the main text.
    - The complimentary close. Use words such as sincerely, with love, from, etc. followed by a comma.
    - The signature line.

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## Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide leveled texts and sample letters when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.

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- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and sample letters when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
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### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
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- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit.

- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and letter samples when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and sample letters when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.

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- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Allow student to write and send persuasive essays to school officials, city officials, etc.
- Provide opportunities to use student notebook as an example.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

## **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

## **Suggested Mentor Texts**

*The Perfect Pet* by Margie Palatini

*Cats vs. Dogs* National Geographic

*Stella Writes an Opinion* by Janiel Wagstaff

*I Wanna Iguana* by Karen Orloff

*Earrings* by Judith Viorst

*I Wanna New Room* by Karen Orloff

*You Can Write A Terrific Opinion Piece* by Jennifer Fandel

*The Day the Crayons Quit* by Drew Daywalt

*Don't Let the Pigeon Drive the Bus* by Mo Willems

*Duck Rabbit* by Amy Rosenthal

## **Supplemental Resources**

STEAM Integration: [UNIT 4](#) - Build Our Community - Water Resources

## **Professional Resources**

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.

Portsmouth, NH: Heinemann.



# Unit 5 Opinion: Book Reviews

## Unit Overview

Students will make a connection to what they are reading by forming opinions about the books they have read. Students will think deeply about a book they love and ask themselves why they feel that way. They will learn to clearly state their opinion and provide supporting reasons by using text evidence. By doing this, the students will draft convincing book reviews that attempt to get the reader to feel or believe the same way they do. Students will explore the components of book reviews by writing a strong summary, stating their opinion/ feelings about the book, providing examples that support their opinions and feelings, and giving a recommendation. Students will use strong conventions (punctuation, capitalization, and spelling) to complete their book reviews.

## Enduring Understandings

Writers will:

- Set goals for their writing.
- Write a clear beginning to introduce and clearly state their opinion.
- Give reasons/examples to support their opinion.
- Write an ending which will remind readers of the opinion stated.
- Chose words that would make readers agree with the opinion stated.
- Write letters using all of the components of letter writing.
- Use transition words.

## Assessments

Pre-assessment	Post-assessment
<p><b>Prompt:</b> “Think about a topic or issue that you know and have strong feelings about. You will have 45 minutes to write an opinion piece, stating your opinion and telling reasons why you feel that way. When you do this, think about what you know about opinion writing. You will need to plan, draft, revise and edit in one setting.”</p> <p><i>You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Opinion Writing Rubric Grade 2</a></i></p> <p><b>In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Name your opinion</li><li>● Give reasons and evidence to explain why you have that opinion</li><li>● Write an ending</li></ul>	<p><b>Prompt:</b> “Think about a topic or issue that you know and have strong feelings about. You will have 45 minutes to write an opinion piece, stating your opinion and telling reasons why you feel that way. When you do this, think about what you know about opinion writing. You will need to plan, draft, revise and edit in one setting.”</p> <p><i>You will need to provide students with planning paper as well as lined paper for their responses. Please score the students’ responses using the <a href="#">OPS Opinion Writing Rubric Grade 2</a></i></p> <p><b>In your writing, make sure you:</b></p> <ul style="list-style-type: none"><li>● Name your opinion</li><li>● Give reasons and evidence to explain why you have that opinion</li><li>● Write an ending</li></ul>
<b>Possible Ongoing Assessments</b>	

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- Conferring Notes
- Teacher Observation
- Student Writing Folders
- Celebration comments to see if students understand what good opinion writing looks like
- Published pieces scored using the [OPS Opinion Writing Rubric Grade 2](#)

**Alternate Assessment**

- Create a digital book trailer using iMovie that persuades the viewer to read the text.

**Standards (NJSL) Addressed in this Unit**

**Reading Literature**

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

**Reading Foundational Skills**

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.

**Writing**

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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.

**Speaking & Listening**

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**

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. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

- D. 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.2.5. 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).

### **Computer Science and Design Thinking**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
  - Read and research in preparation to write a book review.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
  - Use writing tools to develop a writing piece
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
  - Write a book review.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
  - Tell how reading this book taught you something.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

#### **Practices**

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

### **Interdisciplinary Connections**

#### **Social Studies**

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6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

## Unit 5 Opinion: Book Reviews

### Suggested Teaching Points

Unit 5/Bend 1: Characteristics of Book Reviews	
<i>Writers read like writers and notice the characteristics of book reviews by...</i>	<ul style="list-style-type: none"><li>● Immersing themselves in book reviews.</li><li>● Noticing that they can write opinions about their favorite books.</li><li>● Asking themselves, “How do book reviews convince others to read books?”</li></ul>
<i>Writers think and talk about their favorite books by...</i>	<ul style="list-style-type: none"><li>● Thinking about the ways they have opinions about books (characters, pictures, what you have learned, etc.)</li><li>● Generating lists of their favorite books.</li><li>● Working with a partner to discuss the reasons why the book is their favorite.</li><li>● Choosing a favorite book that they want everyone to read.</li><li>● Finding parts in the book that show examples to support their reasons why this book is the best.</li></ul>
Unit 5/Bend 2: Planning and Writing Book Reviews	
<i>Writers plan their book reviews by...</i>	<ul style="list-style-type: none"><li>● Thinking about all their favorite books and asking themselves, “Why are these books my favorites?”</li><li>● Choosing a book from their “favorite books” list and thinking about important reasons why that book is the best.</li><li>● Choosing paper from the writing center.</li></ul>
<i>Writers write book reviews by...</i>	<ul style="list-style-type: none"><li>● Beginning their review with the title and author of the book that they are reviewing.</li><li>● Writing a beginning paragraph that provides a summary and sneak peak of what the book is about.</li><li>● Writing about their opinion about their favorite book.</li><li>● Giving reasons using transition words such as: because, my first reason, my second reason, finally, also, etc.</li><li>● Writing an ending that reminds the reader of their opinion.</li><li>● Starting a new book review when they are finished.</li></ul>
<i>Writers elaborate their book reviews by...</i>	<ul style="list-style-type: none"><li>● Using the back of the book or book blurb to find information they can include in the sneak peak.</li><li>● Making sure they are careful to not give away the ending of the book by telling too much about it in their summary.</li><li>● Writing reasons why someone should read their favorite book.</li><li>● Making a recommendation of who else might like to read this book.</li><li>● Going back into the book to find text evidence to support their reasons.</li></ul>

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	<ul style="list-style-type: none"> <li>● Using the title, blurb, back of the book, and parts of the book to find text evidence to support their reasons.</li> <li>● Comparing their favorite book to another book.</li> </ul>
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**Unit 5/Bend 3: Becoming a Book Critic**

<b><i>Writers revise their books reviews by...</i></b>	<ul style="list-style-type: none"> <li>● Rereading all their book reviews.</li> <li>● Choosing their favorite book review that they have written.</li> <li>● Rereading their book review to their partner to check if they make sense.</li> <li>● Making sure the review has a beginning that gives a sneak peak.</li> <li>● Making sure they stated their opinion on the book.</li> <li>● Making sure they have a few reasons that support their opinion.</li> <li>● Making sure they used text evidence to provide examples that support their reasons.</li> <li>● Making sure they have an ending sentence that reminds the reader of their opinion.</li> <li>● Using a revising checklist with their writing partner.</li> </ul>
<b><i>Writers edit their book reviews by...</i></b>	<ul style="list-style-type: none"> <li>● Checking for capital letters at the beginning of sentences, when writing the title of the book, and the author’s name.</li> <li>● Checking for correct ending punctuation.</li> <li>● Checking their spelling by using classroom resources like the word wall and dictionaries.</li> <li>● Making sure the name of the book, the author's name, and characters’ names are spelled correctly by checking how it is spelled in the book.</li> </ul>
<b><i>Writers celebrate their book reviews by...</i></b>	<ul style="list-style-type: none"> <li>● Rewriting or typing their favorite book reviews.</li> <li>● Using technology time to insert an image of the book cover with their typed review.</li> <li>● Displaying their book reviews next to the book.</li> <li>● Making “award stickers” to go on their book.</li> <li>● Publishing their reviews on a classroom blog.</li> <li>● Creating a collection of the book of reviews to keep in the classroom library.</li> <li>● Creating a “Books I Want To Read” list after hearing the reviews of their classmates.</li> </ul>

**Unit 5: Grammar and Mechanics**

<p><b>Use of an Apostrophe:</b> Writers will...</p> <ul style="list-style-type: none"> <li>● Use an apostrophe to form contractions and frequently occurring possessives. <ul style="list-style-type: none"> <li>○ Apostrophes are used for only two purposes: to indicate a contraction or ownership. <ol style="list-style-type: none"> <li>1. Use the apostrophe with contractions. The apostrophe is always placed where the letter has been removed. ...</li> </ol> </li> </ul> </li> </ul>
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2. Use the apostrophe to show possession. Place the apostrophe before the s to show singular possession.

## **Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### **Special Education Students**

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide leveled texts and sample letters when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### **Students with 504 Plans**

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- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.

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- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
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- Use preferential seating.
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- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.



- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and letter samples when possible.
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### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
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- Provide direct and explicit instruction on highlighting and paraphrasing information.
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### Gifted and Talented

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- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Provide opportunities to use student notebook as an example.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

## Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules

- Class discussions
- Following rules

## Links

<http://www.spaghettibookclub.org/>

## Professional Resources

*Units of Study in Opinion, Information, and Narrative Writing; Writing About Reading, Grade 2, Unit 3, Opinion*, by Lucy Calkins, Shanna Schwartz, Alexandra Marron, and Elizabeth Dunford 2013  
*Units of Study in Opinion, Information, and Narrative Writing, If...Then...Curriculum, Grade 2, Writing Persuasive Reviews* by Lucy Calkins & Julia Mooney

# Unit 6 Informational: Expert Books on Ancient Egypt

## Unit Overview

To make an interdisciplinary connection, this unit can be connected to the Oradell Public School Social Studies Unit 4; Cultures and Perspectives of the World. One of the suggested topics to study is “Ancient Egypt” based on the resources available in the school. However, each teacher may choose to have the students research on a variety of topics based on interest and/or resource availability. Other suggested topics can include: Plants, Geography/Landforms, Ecosystems, etc. This unit will tie into the reading unit “Informational Reading Strategies in the Content Areas.” The students will work in small groups to connect their close reading to informational writing. They will take their new knowledge of an area within the topic to create a writing piece to teach others. Students will reference back to the previous nonfiction unit to continue using nonfiction features to strengthen their writing.

## Enduring Understandings

Writers will:

- Classify and learn new information about a content area through factual texts.
- Research their topic to gain more knowledge and write interesting facts in their own words.
- Compare and contrast information of complex texts through a variety of genres with comprehension and fluency.
- Create a well-written informational piece that teaches the readers important points about a specific subject through texts and pictures.
- Write a strong lead to interest their readers and sentences to wrap up their piece.
- Locate and use text features in their writing.
- Discuss new information through note taking and graphic organizers.

## Assessments

Pre-assessment	Post-assessment
<p><b>Prompt:</b> Teachers will use a short read from the Scholastic Leveled Book Room 4.0. A suggested title is “A Short History of Sneakers” (level L). This short read will be read aloud to the class and then a copy will be provided for each student. “At one time, sneakers were worn only for sports—but not anymore! This passage from a fact book explores the history of sneakers and considers their future.” Use the information from the article to teach someone else about what you learned. Think about what you know about Informational writing when you write.” <i>You will need to provide students with planning paper as well as lined paper for their responses. This may take 2 sessions. Please score the students’ responses using the <a href="#">OPS Informational</a></i></p>	<p><b>Prompt:</b> Teachers will use a short read from the Scholastic Leveled Book Room 4.0. A suggested title is “A Short History of Sneakers” (level L). This short read will be read aloud to the class and then a copy will be provided for each student. “At one time, sneakers were worn only for sports—but not anymore! This passage from a fact book explores the history of sneakers and considers their future.” Use the information from the article to teach someone else about what you learned. Think about what you know about Informational writing when you write.” <i>You will need to provide students with planning paper as well as lined paper for their responses. This may take 2 sessions. Please score the students’ responses using the <a href="#">OPS Informational</a></i></p>

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### Writing Rubric Grade 2

**“In your writing, make sure you:**

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

### Writing Rubric Grade 2

**“In your writing, make sure you:**

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

### **Possible Ongoing Assessments**

- Conferring Notes
- Teacher Observation
- Student Writing Folders
- Celebration comments to see if students understand what good Nonfiction writing looks like
- Published pieces scored using the [OPS Informational Writing Rubric Grade 2](#)

## **Standards (NJSLs) Addressed in this Unit**

### **Reading Foundational**

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Reading Informational Texts**

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.  
RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

## Writing

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).

## Speaking & Listening

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

## Language

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.2.3. 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.

## Computer Science and Design Thinking

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

- Develop a presentation on Ancient Egypt to share with others.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

- Research Ancient Egypt online or take a virtual tour of an Ancient Egyptian museum.

## Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

### Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

## Interdisciplinary Connections

### Social Studies

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

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

## Unit 6 Informational: Expert Books on Ancient Egypt

### Suggested Teaching Points

#### Unit 6/Bend 1: Writers Read to Research

***Writers use the lens of a reader by...***

- Making the connection to Reader’s Workshop to know that the work we are doing in reading will turn into a writing piece.
- Spending time noticing how informational and “all about” books are organized.
- Creating a class chart of noticing and characteristics of

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	informational and “all about” books.
<b><i>Writers plan their informational books by...</i></b>	<ul style="list-style-type: none"> <li>● Selecting topics they particularly care about in the unit of study.</li> <li>● Continuing to read about their content area to fact find and jot down notes.</li> <li>● Creating a list of expert words that we have come across in our reading.</li> <li>● Taking their expert words and writing down what each word means in their own words.</li> <li>● Using their expert word list and definitions to speak like an Egyptologist when meeting with their writing partners.</li> <li>● Rereading and organizing their notes to get ready to write.</li> <li>● Taking their main ideas to create a rough draft of Table of Contents.</li> <li>● Planning the subheadings that would go in a chapter.</li> <li>● Taking their reading notes and deciding what chapter each fact belongs in.</li> </ul>

**Unit 6/Bend 2: Writers Teach Others about Their Discoveries**

<b><i>Informational writers draft their all about books by...</i></b>	<ul style="list-style-type: none"> <li>● Writing an introduction chapter.</li> <li>● Writing a topic sentence that names the subject and interests the reader: <ul style="list-style-type: none"> <li>○ Questioning</li> <li>○ Sound Words</li> <li>○ Jump Right in with a Fact</li> </ul> </li> <li>● Writing an effective ending: <ul style="list-style-type: none"> <li>○ Questioning</li> <li>○ Engage Readers</li> <li>○ Draw Conclusions</li> </ul> </li> <li>● Sticking to each main idea of the chapter by writing long about that particular topic.</li> <li>● Taking any graphic organizers from reading and then writing that information in chunks or paragraphs (for example, taking a web and writing a chunk or paragraph for each part of the web).</li> <li>● Making paper choices that support each chapter.</li> <li>● Making sure they are writing in complete sentences.</li> <li>● Remembering the important Egypt words they learned as they write their Egypt books.</li> </ul>
<b><i>Informational writers use nonfiction features by...</i></b>	<ul style="list-style-type: none"> <li>● Drawing precise illustrations to teach information and include labels and captions with precise vocabulary.</li> <li>● Adding bold words to their story that highlight important words.</li> <li>● Including a realistic map that teaches their readers about a location.</li> <li>● Drawing realistic diagrams with labels and captions.</li> <li>● Adding fun facts throughout their book.</li> <li>● Recreating their table of contents with an order that makes sense and with strong chapter titles.</li> <li>● Creating a glossary of their bold words with their definitions.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Creating an index.</li> </ul>
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**Unit 6/Bend 3: Revising & Editing**

<b>Informational writers elaborate by...</b>	<ul style="list-style-type: none"> <li>• Supporting their facts with examples.</li> <li>• Writing reflections throughout their piece.</li> <li>• Adding details through thoughts, examples, and making comparisons.</li> </ul>
<b>Informational writers edit by...</b>	<ul style="list-style-type: none"> <li>• Rereading their story first to themselves and then to their partner to make sure it makes sense.</li> <li>• Using a checklist to make sure they used a variety of nonfiction text features.</li> <li>• Checking for capital letters in the beginning of sentences, names, places, and any other proper nouns.</li> <li>• Checking for proper punctuation.</li> <li>• Checking their spelling with their classroom resources. <ul style="list-style-type: none"> <li>○ For example: word wall, dictionaries, etc.</li> </ul> </li> </ul>
<b>Informational writers publish by...</b>	<ul style="list-style-type: none"> <li>• Coloring in their sketches.</li> <li>• Creating a cover page with a title.</li> <li>• Creating an about the author page.</li> <li>• Creating a dedication page.</li> <li>• Writing a blurb to put on the back on their book.</li> <li>• Celebrating their finished pieces with a writing celebration.</li> </ul>

**Unit 6: Grammar and Mechanics**

<p><b>Simple and Compound Sentences:</b> Writers will...</p> <ul style="list-style-type: none"> <li>• Produce, expand, and rearrange complete simple and complex sentences <ul style="list-style-type: none"> <li>○ For example: <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i></li> </ul> </li> <li>• A simple sentence consists of only one clause. A compound sentence consists of two or more independent clauses. A complex sentence has at least one independent clause plus at least one dependent clause. A set of words with no independent clause may be an incomplete sentence, also called a sentence fragment.</li> </ul>
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**Suggested Modifications**

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

**Special Education Students**

<ul style="list-style-type: none"> <li>• Use various methods to understand a student’s learning style: observation, surveys, conferring,</li> </ul>
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#### TCRWP Assessments for Information Writing.

- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

#### Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.

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- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

## English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner's needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher's and/or student's notebook.
- Provide leveled texts and articles when possible.
- Provide graphic organizer for timelines.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting and paraphrasing information.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

## Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
- Provide opportunities to use student notebook as an example.
- Build upon anchor chart to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions

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(see TCRWP Units of Study for Writing).

## **Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

### **Suggested Mentor Texts**

*Magic Tree House Mummies in the Morning* by Mary Pope Osborne

*Mummies and pyramids Research Guide* by Mary Pope Osborne

*Flat Stanley The Great Egyptian Robbery*

*The Mystery of the Hieroglyphs: The Story of the Rosetta Stone and the Race to Decipher Egyptians Hieroglyphs*

*I Wonder Why the Pyramids Were Built* by Phillip Steele

Content area books and leveled readers

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## **Professional Resources**

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.  
Portsmouth, NH: Heinemann.

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# Unit 7 Poetry: Big Thoughts in Small Packages

## Unit Overview

This unit will deepen children’s understanding of poetry. Students will learn that poets are sparked by objects or feelings that they translate onto paper. Students will also learn and craft poems through repetition, metaphor and language. Students will be able to recognize poetry in their own lives by exploring objects and memories.

## Enduring Understandings

Writers will:

- Immerse themselves in poetry to learn how poets get ideas to write about
- Learn to use poetic structures, metaphors, language and line breaks for their poems.
- Explore objects and memories to recognize the poetry in their own lives.
- Collect poems to notice how poems have different moods and how poets choose words and rhythms to match these moods.
- Revise their poems for careful language, edit and celebrate their poems in a variety of ways.

## Assessments

Pre-assessment	Post-assessment
<p><b>Prompt:</b> “Writers, today I’m going to give you some time to write a poem about something that matters to you. Remember to use everything you know about good poetry writing.”</p> <ul style="list-style-type: none"><li>● Published pieces scored using a teacher/student created checklist.</li></ul>	<p><b>Prompt:</b> “Writers, today I’m going to give you some time to write a poem about something that matters to you. Remember to use everything you know about good poetry writing.”</p> <ul style="list-style-type: none"><li>● Published pieces scored using a teacher/student created checklist.</li></ul>
Possible Ongoing Assessments	
<ul style="list-style-type: none"><li>● Conferring Notes</li><li>● Teacher Observation</li><li>● Student Writing Folders</li><li>● Celebration comments to see if students understand what good poetry looks like</li><li>● Published pieces scored using a teacher/student created checklist.</li></ul> <p><b>Alternate Assessment</b></p> <ul style="list-style-type: none"><li>● Use of a digital tool to create poem</li></ul>	

## Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.

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RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

## Writing

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.

## Speaking & Listening

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

## Language

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.

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*).

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*).

**Computer Science and Design Thinking**

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

- Discuss the history of poetry and writing from handwritten to typed.

**Career Readiness, Life Literacies, and Key Skills**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  
 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

**Practices**

CLKSP1 Act as a responsible and contributing community member and employee.  
 CLKSP4 Demonstrate creativity and innovation.  
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.  
 CLKSP6 Model integrity, ethical leadership and effective management.

**Interdisciplinary Connections**

**Comprehensive Health and Physical Education**

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).  
 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

**Unit 7 Poetry: Big Thoughts in Small Packages**

**Suggested Teaching Points**

**Unit 7/Bend 1: Seeing with Poets’ Eyes**

<p><b><i>Poets immerse themselves in poetry by...</i></b></p>	<ul style="list-style-type: none"> <li>• Reading poetry and then creating a class chart about noticing.</li> <li>• Reading poems in a poetic voice.</li> <li>• Visualizing as they read.</li> </ul>
<p><b><i>Poets find their own topics to write about by...</i></b></p>	<ul style="list-style-type: none"> <li>• Looking at photographs.</li> <li>• Looking at art.</li> <li>• Going down memory lane:             <ul style="list-style-type: none"> <li>○ Think about going down memory lane and visiting a place.</li> <li>○ Think about going down memory lane and thinking about a person.</li> </ul> </li> <li>• Lifting a line from a mentor poem.</li> <li>• Doing a “dictionary hike.”</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Open to a random page in the dictionary and choose a word that you like the best. This word will inspire your poem.</li> <li>● Letting an object inspire you.</li> <li>● Listening to music.</li> <li>● Choosing a feeling/ mood to write about: <ul style="list-style-type: none"> <li>○ Excited, Happy, Mad, Upset, Funny, Silly, etc.</li> </ul> </li> <li>● To teach others about a topic: <ul style="list-style-type: none"> <li>○ Poems can be inspired by a nonfiction topic.</li> </ul> </li> <li>● Asking ourselves “What if” to daydream and imagine to write a fictional poem. For example: “What if a mouse ran across the floor in our classroom?” “What if everyone could read each other’s thoughts for just one hour?”</li> </ul>
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### Unit 7/Bend 2: Writing Poems with Purpose

<p><b>Poets make intentional choices about interesting words by...</b></p>	<ul style="list-style-type: none"> <li>● Creating a list of “Words I Like” in their poetry notebook/ folder: <ul style="list-style-type: none"> <li>○ The students can add to this list throughout the unit.</li> </ul> </li> <li>● Using effective adjectives.</li> <li>● Using strong verbs.</li> <li>● Using repetitive language.</li> <li>● Writing lines that rhyme.</li> <li>● Using figurative language.</li> <li>● Using “show not tell.”</li> <li>● Using sound words.</li> <li>● Making intentional punctuation choices: <ul style="list-style-type: none"> <li>○ Students can use “rest stop” punctuation such as commas, dashes, and parentheses to help the reader know how to read the poem.</li> </ul> </li> </ul>
<p><b>Poets choose perspective and point of view by...</b></p>	<ul style="list-style-type: none"> <li>● Writing in the first person: <ul style="list-style-type: none"> <li>○ Using an “I” voice.</li> </ul> </li> <li>● Using personification.</li> <li>● Telling a story through a poem.</li> <li>● Using senses to convey mood in their poems.</li> </ul>
<p><b>Poets write with structure by...</b></p>	<ul style="list-style-type: none"> <li>● Making sure their poems are written with a strong voice and a clear purpose: <ul style="list-style-type: none"> <li>○ Writers can go back and rewrite a poem or start a new one to practice this.</li> </ul> </li> <li>● Experimenting with line breaks.</li> <li>● Using white space to get the reader to pause and between sections.</li> <li>● Ending each poem in a way that makes the reader feel satisfied.</li> </ul>

### Unit 7/Bend 3: Revising and Editing Poems

<p><b>Writers revise and edit poetry by...</b></p>	<ul style="list-style-type: none"> <li>● Selecting a title: <ul style="list-style-type: none"> <li>○ Picking words right from the poem.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Letting your title open the door to the poem.</li> <li>○ Titling mysteriously.</li> <li>● Rereading their poems aloud to themselves and then to a partner to listen for opportunities for revision.</li> <li>● Asking their partner to identify the mood that they are trying to convey in their poem.</li> <li>● Using comparisons to clarify feelings and ideas.</li> <li>● Trying out different line breaks and whitespace on a poem they already wrote.</li> <li>● Trying out a different point of view on a poem they already wrote.</li> <li>● Rewriting lines that do not sound right.</li> </ul>
<b><i>Writers celebrate poetry by...</i></b>	<ul style="list-style-type: none"> <li>● Reflecting on their poems by writing about how that poem makes them feel.</li> <li>● Reflecting on the poems of their classmates.</li> <li>● Typing a poem and printing it out to share on display in the classroom.</li> <li>● Publishing their favorite pieces.</li> <li>● Having a “poetry slam.”</li> </ul>

## Unit 7: Grammar and Mechanics

### Grammar Review:

Writers will...

- Review all types of nouns, verbs, adjectives, and adverbs.
- Review the mechanics: capitalization, commas, and apostrophes.

### Suggested Modifications

*These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.

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- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Review definitions for rhythm and rhyme.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Allow students to use an app such as [Poetry Engine Machine](#), [Writing a Riddle Poem](#) by ReadWritethink or [Magnetic Poetry](#).
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Refer to anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model a writing piece with a teacher’s and/or student’s notebook.
- Review definitions for rhythm and rhyme.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction.

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- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Allow students to use an app such as [Magnetic Poetry](#).
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Review definitions for rhythm and rhyme.
- Provide graphic organizer for timelines.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing)

### English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Provide guided notes as necessary.

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- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow student to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Review definition for rhythm and rhyme.
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Allow students to use an app such as [Magnetic Poetry](#).
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

### Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Poetry.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for assignment.
- Provide opportunities to use student’s notebook as an example.
- Allow student to write different versions of poems on similar topics.
- Allow students to use an app such as [Magnetic Poetry](#).
- Build upon anchor chart to grow ideas and refer to throughout the unit, such as “Small Moment” organizer.
- Incorporate differentiated writing techniques based on the 2nd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

### Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.

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- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
    - Cool down spot in classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Students becoming the “expert” helper to support others in their work.
    - Using Whole Body Listening when classmates are speaking.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules

## Suggested Mentor Texts

*One Leaf Rides the Wind* by Celeste Mannis

*Feel the Beat: Dance Poems That Zing from Salsa to Swing* by Marilyn Singer

*A Full Moon is Rising* by Marilyn Singer

*The Llama Who Had No Pajama: 100 Favorite Poems* by Mary Ann Hoberman

*Where the Sidewalk Ends* by Shel Silverstein

*It’s Raining Pigs and Noodles* by Jack Prelutsky

*Once I Laughed My Socks Off* by Steve Attewel

*When Green Becomes Tomatoes: Poems for All Seasons* by Julie Fogliano

*All the Wild Wonders* edited by Wendy Cooling

*Read-Aloud Rhymes for the Very Young* by Jack Prelutsky (K–2)

## Websites

The Poem Farm — <http://www.poemfarm.amylv.com/>

Poetry Engine — [http://teacher.scholastic.com/writewit/poetry/poetry\\_engine.htm](http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm)

[Selections of Poetry from Read Write Think](#)

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## **Professional Resources**

*Units of Study in Opinion, Information, and Narrative Writing; Poetry: Big Thoughts In Small Packages, Grade 2, Unit 4, Poetry*, by Lucy Calkins, Stephanie Parsons, and Amy Ludwig Vanderwater 2013  
Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*.  
Portsmouth, NH: Heinemann.  
*Poems Are Teachers* by Amy Ludwig Vanderwater

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