



# Grade 2

# Writing & Grammar

# Curriculum

Oradell Public School District  
Oradell, NJ

2024

The Grade 2 Writing & Grammar Curriculum was developed by the Oradel Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

# 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 Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

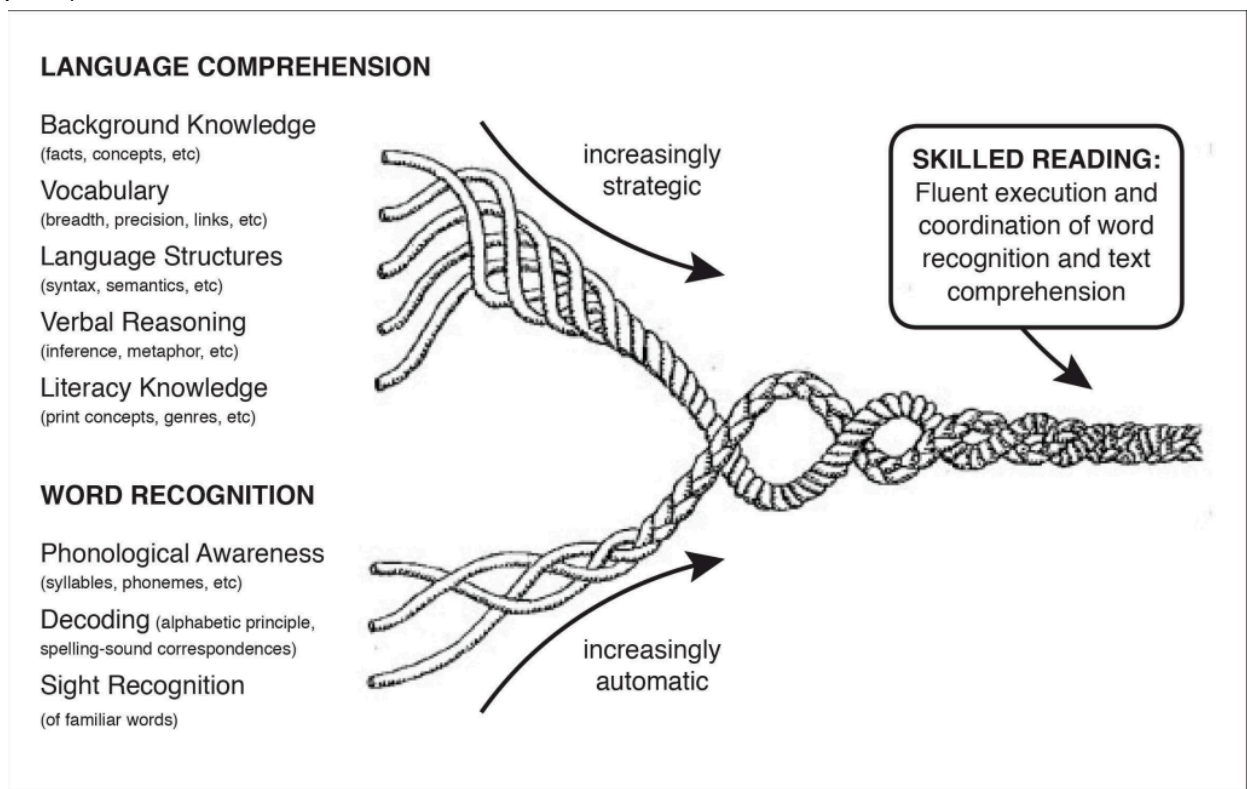
## Affirmative Action

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

## 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. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



## 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.

### **Mini Lesson**

Each reading workshop lesson begins with explicit instruction in a mini lesson. 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 mini lesson 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 shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

### **Reading Aloud**

At Oradell Public School, we value the importance of reading aloud as a time 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. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

### **Interactive Read-Aloud**

An interactive read-aloud consists 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:

- 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

## **Independent Reading and Book Clubs**

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. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

## **Reading Conferences**

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) 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. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

## 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.

## 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 mini lesson that is grounded in a clear teaching point. After the mini lesson, 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 gradually releases 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 that 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.

Assessment Notes for _____ Date _____	
What am I learning about this student as a writer?	What do I need to teach this student?

① is the symbol for Teaching Point.  
© 2005 by Carl Anderson from *Assessing Writers' Development: Formative*, 101.  
② is the symbol for Instructional Goal.  
14 Strategic Writing Conferences: Teacher's Guide

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.)

## **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 is 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 mini lesson 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, the 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)**

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

### **Phonological and Phonemic Awareness for Kindergarten and Grade 1**

#### **Heggerty Phonological and Phonemic Awareness**

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

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

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. 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 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 4-6 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 learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. 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 a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

## **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 both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, 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 additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

### **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

### **Professional References**

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

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

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



# Oradell Public School District

## Suggested Pacing Guide for Reading & Writing Units Grade 2

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - October	<a href="#">Careful Readers</a> <a href="#">Develop Good Habits</a>	Manuals	Use Declarative and Interrogative Sentences Use Imperative and Exclamatory Sentences Make a Compound Sentence
2	November - December	<a href="#">Exploring Nonfiction Texts</a>	Fairy Tales	Using end punctuation Using commas Use Commas in Compound Sentences Use Commas in Complex Sentences
3	January - March	<a href="#">Connecting Fiction &amp; Nonfiction-Paired texts to build content knowledge</a>	Teaching Books	All about nouns The many functions of verbs Past, Present, Future Tenses Adding “Have” and “Has”
4	March - April	<a href="#">Reading and Responding to Chapter Books</a>	Persuasive Letters	Adjectives Prepositions Adverbs Pronouns
5	May - June	<a href="#">Reading in Content Area</a>	Fly Guy Books (Egypt)	Capitalize letters Apostrophes: Possessives and Contractions Commas in Dialogue

Note: Highlighted activities indicate [Holocaust Awareness](#) or [Amistad Commission](#) or [Asian American and Pacific Islander](#) legislation related activities.

## Unit 1: Manuals

**Unit Overview:** In this unit, students will show their wide range of knowledge on specific topics of personal interest. Students will mine through their life experiences to come up with ideas or topics they feel strongly about or are knowledgeable of. They will make a plan of how they can teach this topic to a specific audience in the form of a manual. Students will learn to create an introduction to clue the reader into their expert topic. Then students will show how much they know about the topic by crafting subtopics in the form of a “how-to” to show elements of what they know under the main topic. Students will find spots to give warnings, tips, and advice to support their understanding of problems and/or solutions they have experienced. Upon the completion of the manual, students will give a conclusion inviting others to try it out.

### Unit Goals:

- Writers come up with ideas and make a plan.
- Writers use images and words to teach their readers.
- Writers structure their manuals in a clear sequence.
- Writers give and receive feedback from others.
- Writers make their writing easy to read.

### Standards Addressed in this Unit

#### Language Domain: Foundational Skills Reading

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
  1. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
  2. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.

- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

1. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
2. Complex consonant blends (scr, str, squ).
3. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
4. Vowel-r combinations (turn, star, third, four/for).
5. Contractions (we'll; I'm; they've; don't).
6. Homophones (bear, bare; past, passed).
7. Plurals and possessives (its, it's).

B. Regular two- and three-syllable words that:

- Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
- Are compounds comprising familiar parts (houseboat; yellowtail).
- Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

C. Words with suffixes that require:

- consonant doubling (penning, slimmed).
- dropping silent-e (smiled, paving).

D. Most often used words in English:

- Irregular words (against, many, enough, does).
- Pattern-based words (which, kind, have).

**Reading Domain**

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### **Writing Domain**

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

### **Speaking and Listening Domain**

SL.PE.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.

### 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.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.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

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

### Materials/Resources

Materials/Resources	
Suggested Mentor Text	Supplemental Resources
<a href="#">Kidizoom Camera</a>	Serravallo, J. (2017). Writing Strategies Book: Your

<p> <a href="#">Lego Dragon Fortress</a>  <a href="#">Minecraft</a>  <a href="#">Ikea Furniture</a>  <a href="#">Barbie House</a>  <a href="#">Kidizoom Smart Watch</a>  <a href="#">Rainbow Loom</a>  <a href="#">Monster Truck</a>  <a href="#">Hot Wheels</a>  <a href="#">Story Time With Sunny</a>  <a href="https://www.lego.com/service/buildinginstructions">https://www.lego.com/service/buildinginstructions</a> </p>	<p>Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.</p>
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Assessment	
Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.



## Grammar

**Unit Overview:** What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)  
 Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.

<b>Resources:</b>	<a href="#">Quill</a> <a href="#">Khan Academy</a> <a href="#">Not Your Granny’s Grammar Slideshow</a> <a href="#">Grammar 1 Unit - Essential Sentences</a>
<b>Goals</b> We are learning to/that (WALT) . . .	<b>Pathways</b> . . . by engaging in the following pathways
Writers use grammar for clarity	By designing a variety of different sentences and using periods, exclamation marks, and question marks <ul style="list-style-type: none"> <li>● Use Declarative and Interrogative Sentences</li> <li>● Use Imperative and Exclamatory Sentences</li> <li>● Make a Compound Sentence</li> </ul>

## Learning Goals/Objectives

**Module 1: Writers think, talk, sketch, and write.**

<b>Goals</b> We are learning to/that (WALT) . . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT follow the routines of Writing Workshop	By <ul style="list-style-type: none"> <li>● Understanding the structure of workshop             <ul style="list-style-type: none"> <li>○ Mini-lesson, writing, share</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Roles of the teacher and students</li> <li>● Learning how to manage our writing folders. <ul style="list-style-type: none"> <li>○ Still working on/done for now</li> </ul> </li> <li>● Looking at and using our word walls to support our writing.</li> <li>● Knowing we can sound out words we don't know how to spell.</li> <li>● Knowing how to stay focused by using charts <ul style="list-style-type: none"> <li>○ What Writer's Workshop looks and sounds like</li> <li>○ The writing processes</li> <li>○ Student Responsibilities <ul style="list-style-type: none"> <li>■ I can start a new piece</li> <li>■ I can finish a piece</li> <li>■ I can revisit a finished piece and fix it up</li> </ul> </li> </ul> </li> <li>● Setting and attending to writing goals and pathways</li> <li>● Meeting with partners/teacher to get feedback</li> <li>● Using feedback to adjust our writing</li> </ul>
<p>WALT identify what a manual is and its purpose</p>	<p>By</p> <ul style="list-style-type: none"> <li>● Exploring different manuals through immersion. <ul style="list-style-type: none"> <li>○ Using the internet</li> <li>○ <a href="#">Bringing in manuals from home</a> <ul style="list-style-type: none"> <li>■ Legos</li> <li>■ Crafting kits</li> </ul> </li> <li>○ Instruction pamphlets</li> </ul> </li> <li>● Understanding the audience for each manual.</li> </ul>
<p>WALT think and talk about personal experiences and passions with planning in mind</p>	<p>By</p> <ul style="list-style-type: none"> <li>● Making a list of topics <ul style="list-style-type: none"> <li>○ Things they are an experts on</li> <li>○ Passions</li> <li>○ Hobbies</li> <li>○ Sports</li> <li>○ Likes</li> </ul> </li> <li>● Planning with a Table of Contents <ul style="list-style-type: none"> <li>○ Selecting a topic and thinking of subtopics that support that idea</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Example: Snow: how to build a snowman, how to make a snowball, how to get ready to play outside, how to build a fort</li> <li>■ Example: Soccer: how to get ready for a soccer game, how to be a goalie, how to be a good teammate</li> <li>● Using partner talk to organize and gather ideas for each subtopic</li> <li>● Learning and selecting which paper best supports each chapter <ul style="list-style-type: none"> <li>○ Graphic organizers</li> <li>○ Booklets</li> <li>○ Folded piece of plain paper</li> </ul> </li> </ul>
WALT sketch and write their topics and subtopics	<p>By</p> <ul style="list-style-type: none"> <li>● Teaching their reader about their “how-to” using transition words or numbers.</li> <li>● Sketching out pictures of their ideas showing a step-by-step process. <ul style="list-style-type: none"> <li>○ Using labels to tell more about the picture</li> </ul> </li> <li>● Understanding that we use the pronouns you and your throughout the book. <ul style="list-style-type: none"> <li>○ Example: First, you get your.... Then you get, a ....</li> </ul> </li> <li>● Giving the audience warnings, tips, and advice.</li> <li>● Revisiting our list of topics and creating subtopics <ul style="list-style-type: none"> <li>○ Remind students to select or create paper that best supports their ideas</li> </ul> </li> </ul>

Learning Goals/Objectives	
<b>Module 2: Writers draft, revise and edit.</b>	
<b>Goals</b> We are learning to/that (WALT)...	<b>Pathways</b> ... by engaging in the following pathways
WALT identify the main topic of our manuals	<p>By</p> <ul style="list-style-type: none"> <li>● Knowing our target audience and writing a brief introduction <ul style="list-style-type: none"> <li>○ Begin your introduction with a.. <ul style="list-style-type: none"> <li>■ Did you know...(an interesting fact)?</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ State an interesting fact</li> <li>■ Sound effects <ul style="list-style-type: none"> <li>○ Write a few things that the reader will learn in this manual.</li> </ul> </li> <li>● Making sure each subtopic supports the main topic as they draft their chapters <ul style="list-style-type: none"> <li>○ Use your label in your sentence.</li> </ul> </li> <li>● Writing a conclusion statement <ul style="list-style-type: none"> <li>○ Begin your conclusion with: <ul style="list-style-type: none"> <li>■ In conclusion...</li> <li>■ To wrap up...</li> <li>■ In this manual you learned...</li> </ul> </li> <li>○ Write sentences that include some of the things you taught in the book</li> </ul> </li> </ul>
<p>WALT with guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing</p>	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Rereading our drafts before adding more.</li> <li>● Meeting with a partner to identify confusing parts and fixing it up.</li> <li>● Making sure each sketch matches the words.</li> <li>● Reading our drafts to a partner. <ul style="list-style-type: none"> <li>○ Give and receive feedback <ul style="list-style-type: none"> <li>■ Something strong is...</li> <li>■ Something you may want to try...</li> </ul> </li> <li>○ Revise what our partners suggested.</li> </ul> </li> <li>● Using specific vocabulary that supports the main topic.</li> </ul>

Learning Goals/Objectives	
<b>Module 3: Writers continue to revise and edit while picking a piece to publish.</b>	
<p><b>Goals</b> We are learning to/that (WALT)...</p>	<p><b>Pathways</b> ... by engaging in the following pathways</p>
<p>WALT revise to prepare for</p>	<p><b>By</b></p>

publishing	<ul style="list-style-type: none"> <li>● Selecting a favorite draft</li> <li>● Using a checklist to make sure their selected manual is ready to publish <ul style="list-style-type: none"> <li>○ Table of Contents</li> <li>○ Introduction</li> <li>○ Many “How-To” Chapters</li> <li>○ Sketches</li> <li>○ Conclusion</li> <li>○ Warnings, tips, and/or advice</li> </ul> </li> <li>● Meeting with a partner to read over the checklist <ol style="list-style-type: none"> <li>1. Pick one suggestion to look for and revise in your writing</li> <li>2. Repeat with the next item on the checklist</li> </ol> </li> </ul>
WALT edit a piece like an author	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Introduce an editing checklist <ol style="list-style-type: none"> <li>1. Read over your writing piece</li> <li>2. Check for each one at a time <ul style="list-style-type: none"> <li><input type="checkbox"/> Check for capital letters</li> <li><input type="checkbox"/> Check for ending punctuation marks</li> <li><input type="checkbox"/> Check for spacing between letters and words</li> </ul> </li> <li>3. Fix up your writing as you go</li> </ol> </li> <li>● Use the editing checklist to check for capitalization <ol style="list-style-type: none"> <li>1. Read aloud your piece</li> <li>2. Find the start of a sentence</li> <li>3. Find names (people and important places)</li> <li>4. Find names (months and days of the week)</li> <li>5. Find your I’s</li> <li>6. Make sure they have a capital letter (uppercase letter)</li> </ol> </li> <li>● Use the editing checklist to check for punctuation <ul style="list-style-type: none"> <li>○ Read aloud your piece</li> <li>○ Find the end of your sentence</li> <li>○ Add a . ? !</li> <li>○ Repeat</li> </ul> </li> <li>● Use the editing checklist to spell unknown words and check spelling</li> </ul>

	<ul style="list-style-type: none"> <li>○ Using your FUNdations tapping out skills</li> <li>○ Word Walls</li> <li>○ Reading the room</li> </ul>
WALT create a published piece	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Creating a cover <ul style="list-style-type: none"> <li>○ Fancy Titles (main topic)</li> <li>○ Pictures or Photographs</li> <li>○ The author's name</li> </ul> </li> <li>● Design an About The Author or Meet the Creator</li> <li>● Having a writing celebration!</li> </ul>

<p style="text-align: center;"><b>Modifications</b></p> <p style="text-align: center;"><i>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.</i></p>	
<b>Students with IEPs</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student's learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner's needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> </ul>

	<ul style="list-style-type: none"> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Model productive and engaging partner talk.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Allow students to use speech-to-text recording.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li> <li>● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.</li> <li>● Use anchor charts to generate ideas, such as “Heart Map”.</li> <li>● Define emotions and feelings.</li> <li>● Provide a graphic organizer.</li> <li>● Provide direct and explicit instruction.</li> </ul>
<p><b>Talented and Gifted</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Provide opportunities to lead discussion.</li> <li>● Use flexible grouping.</li> <li>● Set a writing goal for an assignment that is rigorous yet on level for this particular student.</li> <li>● Provide opportunities to use student notebooks as an example.</li> </ul>
<p><b>Multilingual Learners</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Allow use of a bilingual dictionary.</li> <li>● Allow use of handheld translators.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge.</li> </ul>



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|  | <ul style="list-style-type: none"><li>● Use pre-assessment data to drive instruction.</li><li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li><li>● Model productive and engaging partner talk.</li><li>● Provide guided notes as necessary.</li><li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li><li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li><li>● Set a writing goal for an assignment and then focus only on that goal.</li><li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li><li>● Allow students to use speech-to-text recording.</li><li>● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.</li><li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li><li>● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.</li><li>● Use anchor charts to generate ideas, such as “Heart Map”.</li><li>● Define emotions and feelings.</li><li>● Provide a graphic organizer for timelines.</li><li>● Provide direct and explicit instruction on adding dialogue to a story</li></ul> |
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## Unit 2: Fairy Tales

**Unit Overview:** In this unit, students will become fairy tale writers. This writing unit is a great companion to the reading units they have explored which immersed them in fairy tale books that were classics, twisted tales, and stories from a variety of cultures. Students will take what they learned in their reading units to help them devise a plan for writing. They will craft stories using the elements and characteristics of a fairy tale such as villains, heroes, magic, mystical settings, and highlighting the moral of the story. The students will be supported by the structure of other fairy tales and then make their own adaptations.

### Unit Goals:

- Writers plan and write fairy tales.
- Writers structure their fairy tales in a clear sequence.
- Writers use fairy tale details to elaborate
- Writers edit their writing to make it easy to read.

### Standards Addressed in this Unit

#### Language Domain: Foundational Skills Writing

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
  1. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
  2. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
  - 1. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
  - 2. Complex consonant blends (scr, str, squ).
  - 3. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
  - 4. Vowel-r combinations (turn, star, third, four/for).
  - 5. Contractions (we'll; I'm; they've; don't).
  - 6. Homophones (bear, bare; past, passed).
  - 7. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
  - 1. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
  - 2. Are compounds comprising familiar parts (houseboat; yellowtail).
  - 3. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
  - 1. consonant doubling (penning, slimmed).
  - 2. dropping silent-e (smiled, paving).
- D. Most often used words in English:
  - 1. Irregular words (against, many, enough, does).
  - 2. Pattern-based words (which, kind, have).

### Reading Domain

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### **Writing Domain**

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C. Use transitional words to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

### **Speaking and Listening Domain**

SL.PE.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.

### **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.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.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**

#### **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.

Assessment	
<b>Possible Ongoing Assessments</b>	<b>Pre and Post assessment will be administered for each unit.</b>

Materials/Resources	
<b>Suggested Mentor Texts</b>	<b>Supplemental Resources</b>
<u>Little Red Riding Hood</u> <u>Little Red Riding Hood</u> <u>Little Red Riding Hood</u> <u>Goldilocks and the Three Bears</u> <u>Goldilocks and the Three Bears</u> <u>Cinderella</u> <u>Cinderella</u>	Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Grammar	
<p><b>Unit Overview:</b> What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)            Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<b>Resources:</b>	<u>Quill</u> <u>Khan Academy</u> <u>Not Your Granny’s Grammar Slideshow</u> <u>Grammar 1 Unit - Essential Sentences</u>
<b>Goals</b>	<b>Pathways</b>

<b>We are learning to/that (WALT). . .</b>	<b>. . . by engaging in the following pathways</b>
Writers use grammar for clarity	By using all sorts of punctuation <ul style="list-style-type: none"> <li>● Using end punctuation</li> <li>● Using commas</li> <li>● Use Commas in Compound Sentences</li> <li>● Use Commas in Complex Sentences</li> </ul>

**Learning Goals/Objectives**

**Module 1: Writers think, say, sketch, and write.**

<b>Goals</b> <b>We are learning to/that (WALT). . .</b>	<b>Pathways</b> <b>. . . by engaging in the following pathways</b>
WALT through immersion we can identify story elements in fairy tales that will help us as writers	<b>By</b> <ul style="list-style-type: none"> <li>● Exploring and looking through fairy tale books.             <ul style="list-style-type: none"> <li>○ Highlighting classic tales and their fractured versions.</li> </ul> </li> <li>● Working with a partner to use post-its to track what they notice about the fairy tale books.             <ul style="list-style-type: none"> <li>○ Create an anchor chart with the class noticing.</li> </ul> </li> <li>● Going on a scavenger hunt in fairy tale books to find specific text features:             <ul style="list-style-type: none"> <li>○ Heroes</li> <li>○ Villains</li> <li>○ Talking animals</li> <li>○ Magic elements</li> <li>○ The rule of 3</li> </ul> </li> <li>● Sequencing             <ol style="list-style-type: none"> <li>1. Listening to a fairy tale read aloud</li> <li>2. Going into small groups</li> <li>3. Each group gets an event to illustrate</li> <li>4. They meet back up with the whole class to put the events in order</li> <li>5. Use the words first, second, next, then and last to each drawing.</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>● Sequencing independently <ul style="list-style-type: none"> <li>○ After a class read aloud, students will illustrate the five main events on a graphic organizer. <ul style="list-style-type: none"> <li>■ The graphic organizer will be a 5 page stapled booklet that is labeled. <ul style="list-style-type: none"> <li>● This can follow the “somebody... wanted... but... so... then...” format. This graphic organizer will be used again later in the unit when they are drafting their own tales.</li> </ul> </li> </ul> </li> </ul> </li> </ul>
WALT generate ideas using existing stories infused with our imaginations	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Taking an existing character and sketching them into a different setting.</li> <li>● Taking an existing character, identifying their current traits, changing them, and jotting down how that would change the story.</li> <li>● Taking an existing story and coming up with an alternative solution to the problem.</li> </ul>

Learning Goals/Objectives	
<b>Module 2: Writers write, revise, and edit.</b>	
<b>Goals</b> We are learning to/that (WALT). . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT making a plan for a fractured fairy tale	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Making a plan based on an existed fairy tale <ul style="list-style-type: none"> <li>○ Select a story</li> <li>○ Identify the current elements</li> </ul> </li> <li>● Making choices on how to fracture a tale <ul style="list-style-type: none"> <li>○ Changing a word in a familiar title and asking yourself, “How would the story be different with this change?” <ul style="list-style-type: none"> <li>■ <i>Little Red Riding Hood</i> can turn into <i>Little Red Gliding Hood</i> and then it can be an ice skating adventure.</li> <li>■ What if <i>Little Red Riding Hood</i> was a giant?</li> </ul> </li> <li>○ Inserting a new character or swapping characters and thinking about ways these</li> </ul> </li> </ul>



	<p>changes will interrupt the familiar tale and cause problems.</p> <ul style="list-style-type: none"> <li>■ In <i>Goldilocks and the Three Bears</i>, we can change Goldilocks with an alien.</li> <li>■ What if you took the character, The Gingerbread Man, and inserted him into the candy house that belongs to Hansel and Gretel?</li> </ul> <ul style="list-style-type: none"> <li>○ Changing an important object. <ul style="list-style-type: none"> <li>■ What if Cinderella left something else behind instead of a glass slipper?</li> </ul> </li> <li>○ Changing the setting, considering the different types of communities: rural, urban, and suburban. <ul style="list-style-type: none"> <li>■ Instead of Little Red Riding Hood traveling through a forest to her grandmother’s house, could she be traveling downtown Oradell to a pizza place?</li> </ul> </li> <li>○ Changing the events from something old to something modern.</li> <li>○ Changing the point of view. <ul style="list-style-type: none"> <li>■ Tell a familiar story from another character’s perspective.</li> </ul> </li> <li>○ Changing the element of magic</li> </ul> <ul style="list-style-type: none"> <li>● Sketching across pages to bring their new fractured tale to life <ul style="list-style-type: none"> <li>○ The graphic organizer will be a 5 page stapled booklet that is labeled. <ul style="list-style-type: none"> <li>■ This can follow the “somebody... wanted... but... so... then...”</li> </ul> </li> </ul> </li> </ul>
<p>WALT make meaningful choices as we write narratives based on real or imagined experiences or events with fairy tale elements</p>	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Using genre specific language. <ul style="list-style-type: none"> <li>○ Once upon a time</li> <li>○ Long ago</li> <li>○ In a faraway land</li> <li>○ Happily ever after</li> <li>○ Wicked or evil</li> <li>○ Heroic</li> <li>○ Enchanted</li> </ul> </li> <li>● Sticking to the plan we created <ul style="list-style-type: none"> <li>○ Taking a fairy tale and adding some fractured elements</li> <li>○ Starting the draft with an organizer (somebody, wanted, but, so, then).</li> </ul> </li> <li>● Making sure to include magical elements. <ul style="list-style-type: none"> <li>○ Spells, enchanted objects, talking animals</li> </ul> </li> <li>● Using dialogue.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Use speech tags and correct punctuation.</li> <li>○ Use dialogue to reveal characters' personalities and move the story along.</li> <li>● Teaching a lesson by the end of the story.</li> </ul>
WALT revise and edit fairy tales as they draft	<p>By</p> <ul style="list-style-type: none"> <li>● Rereading our drafts before adding more.</li> <li>● Rereading their story to a partner <ul style="list-style-type: none"> <li>○ Partners will provide meaningful feedback <ul style="list-style-type: none"> <li>■ Something strong is...</li> <li>■ Something you may want to try...</li> </ul> </li> <li>○ Identify confusing parts and fixing it up</li> <li>○ Making sure each sketch matches the words.</li> </ul> </li> <li>● Drafting new pieces throughout the process by referring back to the plan they used for their original piece. <ul style="list-style-type: none"> <li>○ Students may consider creating a series by writing more about their current character. They can take that character on a new adventure in a new setting!</li> </ul> </li> <li>● Making significant revisions as they draft, using other authors' writing as mentor texts</li> </ul>

Learning Goals/Objectives	
<b>Module 3: Writers continue to revise and edit while picking a piece to publish.</b>	
<b>Goals</b> We are learning to/that (WALT). . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT revise to prepare for publishing	<p>By</p> <ul style="list-style-type: none"> <li>● Selecting a favorite draft</li> <li>● Using a checklist to make sure their selected fairy tale is ready to publish <ul style="list-style-type: none"> <li><input type="checkbox"/> I chose a tale to fracture</li> <li><input type="checkbox"/> I have a hero</li> <li><input type="checkbox"/> I have a villain</li> <li><input type="checkbox"/> I described the setting</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> I used fairy tale language</li> <li><input type="checkbox"/> I used dialogue</li> <li><input type="checkbox"/> I have an element of magic</li> <li><input type="checkbox"/> I taught a lesson</li> <li>● Meeting with a partner to read over the checklist             <ol style="list-style-type: none"> <li>1. Pick one suggestion to look for and revise in your writing</li> <li>2. Repeat with the next item on the checklist</li> </ol> </li> </ul>
WALT edit a piece like an author	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Introducing an editing checklist             <ol style="list-style-type: none"> <li>1. Read over your writing piece</li> <li>2. Check for each one at a time                 <ul style="list-style-type: none"> <li><input type="checkbox"/> Check for capital letters</li> <li><input type="checkbox"/> Check for ending punctuation marks</li> <li><input type="checkbox"/> Check for proper dialogue punctuation</li> <li><input type="checkbox"/> Check for spacing between letters and words</li> </ul> </li> <li>3. Fix up your writing as you go</li> </ol> </li> <li>● Use the editing checklist to check for capitalization             <ol style="list-style-type: none"> <li>1. Read aloud your piece</li> <li>2. Find the start of a sentence</li> <li>3. Find names (people and important places)</li> <li>4. Find names (months and days of the week)</li> <li>5. Find your I's</li> <li>6. Make sure they have a capital letter (uppercase letter)</li> </ol> </li> <li>● Use the editing checklist to check for punctuation             <ul style="list-style-type: none"> <li>○ Read aloud your piece</li> <li>○ Find the end of your sentence</li> <li>○ Add a . ? !</li> <li>○ Repeat</li> </ul> </li> <li>● Use the editing checklist to spell unknown words and check spelling             <ul style="list-style-type: none"> <li>○ Using your FUNdations tapping out skills</li> <li>○ Word Walls</li> <li>○ Reading the room</li> </ul> </li> </ul>

WALT create a published piece	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Creating a cover for our fairy tale <ul style="list-style-type: none"> <li>○ Title</li> <li>○ Author</li> <li>○ Illustration</li> </ul> </li> <li>● Creating an about the author <ul style="list-style-type: none"> <li>○ Consider having the students make themselves into a magical character for their illustration on the “about the author” page.</li> </ul> </li> <li>● Creating a dedication page</li> <li>● Reading our fairy tales to a younger grade</li> <li>● Hosting a <u>fairy tale ball</u> as a celebration</li> </ul>
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<p><b>Modifications</b></p> <p><i>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.</i></p>	
<p><b>Students with IEPs</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> </ul>

	<ul style="list-style-type: none"> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Model productive and engaging partner talk.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Allow students to use speech-to-text recording.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li> <li>● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.</li> <li>● Use anchor charts to generate ideas, such as “Heart Map”.</li> <li>● Define emotions and feelings.</li> <li>● Provide a graphic organizer.</li> <li>● Provide direct and explicit instruction.</li> </ul>
<b>Talented and Gifted</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Provide opportunities to lead discussion.</li> <li>● Use flexible grouping.</li> <li>● Set a writing goal for an assignment that is rigorous yet on level for this particular student.</li> <li>● Provide opportunities to use student notebooks as an example.</li> </ul>
<b>Multilingual Learners</b>	<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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|  | <ul style="list-style-type: none"><li>● Allow use of a bilingual dictionary.</li><li>● Allow use of handheld translators.</li><li>● Ask students to recall what they already learned in ways that activate their prior knowledge.</li><li>● Use pre-assessment data to drive instruction.</li><li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li><li>● Model productive and engaging partner talk.</li><li>● Provide guided notes as necessary.</li><li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li><li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li><li>● Set a writing goal for an assignment and then focus only on that goal.</li><li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li><li>● Allow students to use speech-to-text recording.</li><li>● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.</li><li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li><li>● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.</li><li>● Use anchor charts to generate ideas, such as “Heart Map”.</li><li>● Define emotions and feelings.</li><li>● Provide a graphic organizer for timelines.</li><li>● Provide direct and explicit instruction on adding dialogue to a story</li></ul> |
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### Unit 3: Teaching Books

**Unit Overview:** Students will dive deeper into the world of nonfiction by being a teacher on an expert topic. Students can take anything they already know about (soccer, dogs, and ice cream shop). Students will showcase what they know and how they can teach others by writing detailed chapters. Students will make connections to the nonfiction books they read and the manuals they wrote to categorize and organize their information into chapters. Students will learn how to write a topic sentence for each chapter and how to provide a concluding statement. Through these various chapters students will use text features, descriptive language and visuals to help showcase their level of understanding. This unit will boost student confidence as they write with pride on topics they are an “expert” on.

#### Unit Goals:

- Writers come up with ideas and make a plan.
- Writers use images and words to teach their readers.
- Writers give and receive feedback from others.
- Writers make their writing easy to read.

#### Standards Addressed in this Unit

##### Language Domain: Foundational Skills Reading

L.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.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.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.



**Language Domain: Foundational Skills Writing**

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**Reading Domain**

- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

**Writing Domain**

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
- A. Introduce a topic clearly.
  - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

### **Speaking and Listening Domain**

SL.PE.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.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

### **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.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.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 the 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.

**Assessment**

**Possible Ongoing Assessments**

**Pre and Post assessment will be administered for each unit.**

**Materials/Resources**

**Suggested Mentor Texts**

**Supplemental Resources**

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

## Grammar

**Unit Overview:** What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)  
 Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.

**Resources:**

- [Quill](#)
- [Khan Academy](#)
- [Not Your Granny’s Grammar Slideshow](#)
- [Grammar 1 Unit - Essential Sentences](#)

**Goals**

**We are learning to/that (WALT). . .**

**Pathways**

**. . . by engaging in the following pathways**

WALT use grammar for clarity

By using nouns and verbs in their sentences

- All about nouns
- The many functions of verbs
- Past, Present, Future Tenses
- Adding “Have” and “Has”

## Learning Goals/Objectives

**Module 1: Writers think, say, sketch, and write.**

**Goals**

**We are learning to/that (WALT). . .**

**Pathways**

**. . . by engaging in the following pathways**

WALT read with the lens of a writer and revisit the characteristics of nonfiction books

**By**

- Spending time noticing how informational/all about books are organized.
- Working with partners to notice what nonfiction text features are used.

	<ul style="list-style-type: none"> <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>
WALT come up with ideas and make a plan to teach others	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Learning how to organize your piece into parts (WS 5.6)</li> <li>● Coming up with expert ideas <ul style="list-style-type: none"> <li>○ Think of something you are an expert on</li> <li>○ Say across your fingers or tap across pages what you could teach</li> <li>○ Sketch</li> <li>○ Write</li> </ul> </li> <li>● Planning <ul style="list-style-type: none"> <li>○ Identifying the main topic</li> <li>○ Creating a table of contents</li> <li>○ Sketching out your plan and the paper to use (allow minimal choices)</li> </ul> </li> </ul>

Learning Goals/Objectives	
<b>Module 2: Writers revise and edit.</b>	
<b>Goals</b> We are learning to/that (WALT). . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT to begin an informational book with an introduction	<p><b>By:</b></p> <ul style="list-style-type: none"> <li>● Studying how other informational authors have written introductions.</li> <li>● Discussing and saying an introduction.</li> <li>● Writing an introduction that grabs the reader by <ul style="list-style-type: none"> <li>○ Generating interest and enthusiasm for the topic</li> <li>○ Asking questions in their introduction to draw in readers.</li> </ul> </li> </ul>
WALT to draft the chapters in their books	<p><b>By:</b></p> <ul style="list-style-type: none"> <li>● Planning out each chapter carefully before writing it.</li> <li>● Creating a list of information that needs to go into each chapter before writing it.</li> </ul>

	<ul style="list-style-type: none"> <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>
WALT elaborate each chapter	<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 on the topic.</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> <li>● Adding nonfiction text features to enhance our writing.</li> </ul>

Learning Goals/Objectives	
<b>Module 3: Writers continue to revise and edit while picking a piece to publish.</b>	
<b>Goals</b> We are learning to/that (WALT) . . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT revise their expert book	<b>By:</b> <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> </ul>

	<ul style="list-style-type: none"> <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>
WALT edit their writing like an author	<p><b>By:</b></p> <ul style="list-style-type: none"> <li>● Using an editing checklist       <ol style="list-style-type: none"> <li>1. Read over your writing piece</li> <li>2. Check for each one at a time           <ul style="list-style-type: none"> <li><input type="checkbox"/> Check for capital letters</li> <li><input type="checkbox"/> Check for ending punctuation marks</li> <li><input type="checkbox"/> Check for spacing between letters and words</li> </ul> </li> <li>3. Fix up your writing as you go</li> </ol> </li> <li>● Use the editing checklist to check for capitalization       <ol style="list-style-type: none"> <li>1. Read aloud your piece</li> <li>2. Find the start of a sentence</li> <li>3. Find names (people and important places)</li> <li>4. Find names (months and days of the week)</li> <li>5. Find your I's</li> <li>6. Make sure they have a capital letter (uppercase letter)</li> </ol> </li> <li>● Use the editing checklist to check for punctuation       <ul style="list-style-type: none"> <li>○ Read aloud your piece</li> <li>○ Find the end of your sentence</li> <li>○ Add a . ? !</li> <li>○ Repeat</li> </ul> </li> <li>● Use the editing checklist to spell unknown words and check spelling       <ul style="list-style-type: none"> <li>○ Using your FUNdations tapping out skills</li> <li>○ Word Walls</li> <li>○ Reading the room</li> </ul> </li> <li>● Making sure each chapter is readable.</li> </ul>
WALT "fancy up" their writing for their celebration	<p><b>By:</b></p> <ul style="list-style-type: none"> <li>● Coloring their illustrations.</li> </ul>

	<ul style="list-style-type: none"> <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> <li>● Adding an author’s page.</li> </ul>
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<b>Modifications</b> <i>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.</i>	
<b>Students with IEPs</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> </ul>



	<ul style="list-style-type: none"> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Model productive and engaging partner talk.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Allow students to use speech-to-text recording.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li> <li>● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.</li> <li>● Use anchor charts to generate ideas, such as “Heart Map”.</li> <li>● Define emotions and feelings.</li> <li>● Provide a graphic organizer.</li> <li>● Provide direct and explicit instruction.</li> </ul>
<p><b>Talented and Gifted</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Provide opportunities to lead discussion.</li> <li>● Use flexible grouping.</li> <li>● Set a writing goal for an assignment that is rigorous yet on level for this particular student.</li> <li>● Provide opportunities to use student notebooks as an example.</li> </ul>
<p><b>Multilingual Learners</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Allow use of a bilingual dictionary.</li> <li>● Allow use of handheld translators.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> </ul>

- Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow students to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.
- Build an 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 charts to generate ideas, such as “Heart Map”.
- Define emotions and feelings.
- Provide a graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story

#### Unit 4: Persuasive Letters

**Unit Overview:** Students will find causes that they are most passionate about within their school, community, lives, etc. to write persuasive letters about. Students will be exposed to a variety of opinion and persuasive writing through text, articles, etc. Students will “notice” various opinion features. Students will also learn to identify their audience and think what others might object to, to be able to write stronger persuasive statements. 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.

#### Unit Goals:

- Writers think of ideas for persuasive letters and make a plan.
- Writers use convincing details.
- Writers make their writing easy to read.
- Writers give and seek out feedback from partners.

#### Standards Addressed in this Unit

**Language Domain: Foundational Skills Reading**

- L.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.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
  - G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.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.

**Language Domain: Foundational Skills Writing**

- L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
  - B. Capitalize holidays, product names and geographic names.
  - C. Supply adjectives in noun phrases to make them more precise or engaging.
  - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
  - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
  - F. Use an apostrophe to form contractions and frequently occurring possessives.
  - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**Reading Domain**

- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs)
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

**Writing Domain**

- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- A. Introduce an opinion.
  - B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
  - C. Provide a conclusion.
- W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- A. Identify audience and purpose before writing.
  - B. Participate in self-evaluation of written work.
  - C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

### **Speaking and Listening Domain**

- SL.PE.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.ES.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **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.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).

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 the 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.

**Assessment**

**Possible Ongoing Assessments**

**Pre and Post assessment will be administered for each unit.**

Materials/Resources	
<b>Suggested Mentor Texts</b>	<b>Supplemental Resources</b>
	Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Grammar	
<p><b>Unit Overview:</b> What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)            Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<b>Resources:</b>	<a href="#"><u>Quill</u></a> <a href="#"><u>Khan Academy</u></a> <a href="#"><u>Not Your Granny’s Grammar Slideshow</u></a> <a href="#"><u>Grammar 1 Unit - Essential Sentences</u></a>
<b>Goals</b> <b>We are learning to/that (WALT). . .</b>	<b>Pathways</b> <b>. . . by engaging in the following pathways</b>
WALT use grammar for clarity	By using describing words in their sentences and using pronouns carefully in their sentences. <ul style="list-style-type: none"> <li>● A rainbow of choices: learn about the function of adjectives and how to use them in a sentence</li> <li>● All about prepositions</li> <li>● Saying It with Emotion: show how adverbs function and that different types of adverbs add different meaning (how, where, when)</li> <li>● You can master pronouns: Show how pronouns replace nouns in sentences and explain the function of different types of pronouns in similar sentences</li> </ul>

**Learning Goals/Objectives**

**Module 1: Writers think, say, sketch, and write.**

<b>Goals</b> We are learning to/that (WALT). . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT read like writers	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Immersing themselves in opinion pieces through various stories, letters, etc:               <ul style="list-style-type: none"> <li>○ “What do we notice this writer is doing?”</li> <li>○ “How do writers convince others?”</li> <li>○ What are they most passionate about? How do you know?</li> </ul> </li> <li>● Reading persuasive letters and thinking about what the author is trying to convince us about.               <ul style="list-style-type: none"> <li>○ Discuss with writing partners the things we notice and say what they do to convince us.</li> </ul> </li> <li>● Differentiating between facts and opinions and noticing how facts can be used to make claims stronger.</li> <li>● Using photocopies of pages from books and opinion pieces writing partners will work together to highlight words that they think uses persuasive language:               <ul style="list-style-type: none"> <li>○ “One reason is...”</li> <li>○ “Another reason is...”</li> <li>○ “You should...”</li> <li>○ This is important because...”</li> </ul> </li> <li>● Creating a class chart of noticings and characteristics of opinion pieces:               <ul style="list-style-type: none"> <li>○ Letter format</li> <li>○ Writing to an audience</li> <li>○ Stating a claim</li> <li>○ Reasons and evidence to support a claim</li> <li>○ Closing (restating the claim)</li> </ul> </li> </ul>
WALT observe the world to find topics to write about	<p><b>By</b></p> <ul style="list-style-type: none"> <li>● Learning that writing can change the world, help us generate ideas, show us what we would like to change, and who our audience is (WS 3.7).</li> <li>● Looking for things that they want to convince others to do.               <ul style="list-style-type: none"> <li>○ Recycle, stay up later, get a pet, etc.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>● Looking for things they want to change. <ul style="list-style-type: none"> <li>○ Using sentence starters: “I wish... or I would change...”</li> </ul> </li> <li>● Thinking about how life in second grade can be even better.</li> <li>● Seeking something in their school that can be made better.</li> <li>● Observing their home life and thinking about things they want to change.</li> <li>● Asking themselves, “How can I use writing to make the world a better place?”</li> <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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Learning Goals/Objectives	
<b>Module 2: Writers revise and edit.</b>	
<b>Goals</b> We are learning to/that (WALT) . . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT support our claims with evidence	<b>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 persuasive piece to convince the audience of their opinion</li> </ul>

<p>WALT write opinion pieces</p>	<p><b>By</b></p> <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 moments with strong feelings to inspire others to support you or be persuaded by you. (WS 3.2)</li> <li>● Writing a conclusion that restates their claim. (WS 5.37)</li> </ul>
<p>WALT get ready to publish an opinion piece</p>	<p><b>By</b></p> <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>
<p>WALT use the structure of a letter to share their opinion with others</p>	<p><b>By</b></p> <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 <ul style="list-style-type: none"> <li>■ Claim</li> <li>■ Supporting details</li> </ul> </li> <li>○ Closing</li> <li>○ Signature <ul style="list-style-type: none"> <li>■ Formal and informal ways</li> </ul> </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>

	<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>
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<b>Learning Goals/Objectives</b>
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<b>Module 3: Writers continue to revise and edit while picking a piece to publish.</b>
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<b>Goals</b> We are learning to/that (WALT) . . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT writers get ready to publish a letter	<p><b>By</b></p> <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 specific examples that support their claim.</li> <li>● Making sure they have a conclusion that restates their claim.</li> <li>● Adding transitional phrases. <ul style="list-style-type: none"> <li>○ “One reason is...”</li> <li>○ “Another reason is...”</li> <li>○ “You should...”</li> <li>○ This is important because...”</li> </ul> </li> <li>● Editing to check: <ul style="list-style-type: none"> <li>○ Names are spelled correctly.</li> <li>○ Capitalization rules are being used.</li> <li>○ Checking for correct punctuation at the end of sentences and commas within the sentence, date, etc.</li> <li>○ Checking for spelling using classroom resources ex. Word walls, FUNdations materials, etc.</li> </ul> </li> <li>● Editing independently at first and then with a writing partner.</li> </ul>

WALT writers celebrate	<b>By</b> <ul style="list-style-type: none"> <li>● Finalizing their piece by rewriting it or typing it.</li> </ul>
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<b>Modifications</b> <i>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.</i>	
<b>Students with IEPs</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students with 504s</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> </ul>

	<ul style="list-style-type: none"> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner's needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
<b>Students at Risk</b>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student's learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer's current level.</li> <li>● Model productive and engaging partner talk.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner's needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow students to use speech-to-text recording.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li> <li>● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.</li> <li>● Use anchor charts to generate ideas, such as “Heart Map”.</li> <li>● Define emotions and feelings.</li> <li>● Provide a graphic organizer.</li> <li>● Provide direct and explicit instruction.</li> </ul>
<p><b>Talented and Gifted</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, and conferring</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Provide opportunities to lead discussion.</li> <li>● Use flexible grouping.</li> <li>● Set a writing goal for an assignment that is rigorous yet on level for this particular student.</li> <li>● Provide opportunities to use student notebooks as an example.</li> </ul>
<p><b>Multilingual Learners</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Allow use of a bilingual dictionary.</li> <li>● Allow use of handheld translators.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide guided notes as necessary.</li> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Allow students to use speech-to-text recording.</li> <li>● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.</li> <li>● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.</li> </ul>

- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use anchor charts to generate ideas, such as “Heart Map”.
- Define emotions and feelings.
- Provide a graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story

### Unit 5: Fly Guy Books (Egypt)

**Unit Overview:** To make an interdisciplinary connection, students will use a character’s voice to teach what they learned about in Ancient Egypt through an in depth study of various topics. Students will explore various resources: books, online tools, videos, articles, magazines, etc. Students will learn to take notes to remember what they have learned and focus on a topic of interest to study in depth. Students will enhance their writing by referring back to previous nonfiction units to continue using various nonfiction text features while keeping their audience engaged in learning about Egypt. At the conclusion, students will develop a presentation using “Fly Guy” as a mentor text to communicate their findings and write about each topic as they see fit.

#### Unit Goals:

- Writers choose an idea about ancient Egypt and make a table of contents.
- Writers draft and revise using informational details and a made-up character who explains those details.
- Writers reread to be sure their writing is easy to read.
- Writers give and seek out feedback from partners.

#### Standards Addressed in this Unit

##### Language Domain: Foundational Skills Reading

- L.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.

- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

L.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.

**Language Domain: Foundational Skills Writing**

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
- B. Capitalize holidays, product names and geographic names.
- C. Supply adjectives in noun phrases to make them more precise or engaging.
- D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
- E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
- F. Use an apostrophe to form contractions and frequently occurring possessives.
- G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

**Reading Domain**

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

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

**Writing Domain**

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.



<p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p> <p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	
<b>Speaking and Listening Domain</b>	
<p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>	
<b>Computer Science and Design Thinking</b>	
<p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p>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).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>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).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p>	
<b>Interdisciplinary Connections</b>	
<b>Social Studies</b>	
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>	

Assessment	
<b>Possible Ongoing Assessments</b>	Pre and Post assessment will be administered for each unit.

Materials/Resources	
<b>Suggested Mentor Texts</b>	<b>Supplemental Resources</b>
<a href="#">Fly Guy by Tedd Arnold</a>	Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.

Grammar	
<p><b>Unit Overview:</b> What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)            Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<b>Resources:</b>	<a href="#">Quill</a> <a href="#">Khan Academy</a> <a href="#">Not Your Granny’s Grammar Slideshow</a> <a href="#">Grammar 1 Unit - Essential Sentences</a>
<b>Goals</b> We are learning to/that (WALT). . .	<b>Pathways</b> . . . by engaging in the following pathways

WALT use grammar for clarity	By using capitalization and more punctuation concentration <ul style="list-style-type: none"> <li>● Capitalize letters</li> <li>● Apostrophes: Possessives and Contractions</li> <li>● Commas in Dialogue</li> </ul>
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**Learning Goals/Objectives**

**Module 1: Writers think, say, sketch, and write.**

<b>Goals</b> <b>We are learning to/that (WALT). . .</b>	<b>Pathways</b> <b>. . . by engaging in the following pathways</b>
WALT explore writing a nonfiction book on Egypt through a lens of a reader	<b>By</b> <ul style="list-style-type: none"> <li>● Immersing themselves in “Fly Guy Presents” books to see how Tedd Arnold teaches a nonfiction topic.               <ul style="list-style-type: none"> <li>○ There’s a character who presents the information</li> <li>○ Speech bubbles</li> <li>○ There are both illustrations and photographs</li> <li>○ Diagrams</li> <li>○ Labels</li> <li>○ Captions</li> <li>○ No chapters or table of contents</li> <li>○ Page spreads are used to organize information</li> <li>○ Introduction and conclusion are told through characters and illustrations</li> </ul> </li> </ul>
WALT seek out images and nonfiction text features to support their ideas	<b>By</b> <ul style="list-style-type: none"> <li>● Look through books on their topic for images and nonfiction text features that stand out to them.</li> <li>● Exploring and saying why these images would be good for their project with their writing partner.</li> <li>● Deciding if these images need labels or captions</li> <li>● Using an <a href="#">organizer</a> to make a plan of which images they wish to use in their final project.</li> </ul>

	<ul style="list-style-type: none"> <li>● Creating a digital or paper file to house their selected images.</li> <li>● Egyptologists decide how they will present their final project <ul style="list-style-type: none"> <li>○ Paper booklet</li> <li>○ Google slideshow</li> </ul> </li> </ul>
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Learning Goals/Objectives	
<b>Module 2: Writers write, revise, and edit.</b>	
<b>Goals</b> We are learning to/that (WALT) . . .	<b>Pathways</b> . . . by engaging in the following pathways
WALT draft page spreads	<p>By</p> <ul style="list-style-type: none"> <li>● Making paper/slide choices that support each page spread.</li> <li>● Taking graphic organizers and notes from the research done in reading and using those notes to create their “Fly Guy” project.</li> <li>● Writing an introduction page using a story teller’s voice.</li> <li>● Learning to utilize dialogue and speech bubbles to narrate the topic.</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>● Sticking to each main idea of the chapter by writing long about that particular topic.</li> <li>● Writing an effective ending in a story teller’s voice: <ul style="list-style-type: none"> <li>○ Questioning</li> <li>○ Engage Readers</li> <li>○ Draw Conclusions</li> </ul> </li> </ul>
WALT enhance our drafts through revision	<p>By</p> <ul style="list-style-type: none"> <li>● Using grammar skills to make sure the sentences are complete.</li> <li>● Remembering the important Egypt vocabulary they learned as they write their Egypt books. <ul style="list-style-type: none"> <li>○ <a href="#">Alphabox Paper</a></li> </ul> </li> </ul>

**Learning Goals/Objectives**

**Module 3: Writers continue to revise and edit while picking a piece to publish.**

<b>Goals We are learning to/that (WALT). . .</b>	<b>Pathways . . . by engaging in the following pathways</b>
WALT elaborate our informational writing	By <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> <li>● Inserting or creating text features to support their topic of study</li> </ul>
WALT publish	By <ul style="list-style-type: none"> <li>● Creating an avatar/picture of themselves and picking their favorite fiction character to use as a narrator.</li> <li>● Selecting a universal font to use throughout their digital presentation or selecting paper that highlights the nonfiction features.</li> <li>● Using images to create a cover and title page.</li> <li>● Adding a dedication page.</li> </ul>
WALT edit like an author and use grammar for clarity	<ul style="list-style-type: none"> <li>● Using an editing checklist                             <ol style="list-style-type: none"> <li>1. Read over your writing piece</li> <li>2. Check for each one at a time                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Check for capital letters</li> <li><input type="checkbox"/> Check for ending punctuation marks</li> <li><input type="checkbox"/> Punctuation for dialogue</li> <li><input type="checkbox"/> Check for spacing between letters and words</li> </ul> </li> <li>3. Fix up your writing as you go</li> </ol> </li> <li>● Use the editing checklist to check for capitalization                             <ul style="list-style-type: none"> <li>○ Read aloud your piece</li> <li>○ Find the start of a sentence</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Find names (people and important places)</li> <li>○ Find names (months and days of the week)</li> <li>○ Check your pronouns and character names.</li> <li>○ Make sure they have a capital letter (uppercase letter)</li> <li>● Use the editing checklist to check for punctuation <ul style="list-style-type: none"> <li>○ Read aloud your piece</li> <li>○ Find the end of your sentence <ul style="list-style-type: none"> <li>■ Add a . ? !</li> </ul> </li> <li>○ Find dialogue <ul style="list-style-type: none"> <li>■ Check for commas and quotation marks</li> </ul> </li> <li>○ Repeat as needed</li> </ul> </li> <li>● Use the editing checklist to spell unknown words and check spelling <ul style="list-style-type: none"> <li>○ Using your FUNdations tapping out skills</li> <li>○ Word Walls</li> <li>○ Reading the room</li> <li>○ Refer to Alphabox paper for Egypt specific vocabulary</li> </ul> </li> <li>● Making sure each page is readable/font is large enough.</li> </ul>
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**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.*

<p><b>Students with IEPs</b></p>	<ul style="list-style-type: none"> <li>● Use various methods to understand a student’s learning style: observation, surveys, conferring</li> <li>● Refer to the student's IEP for goals and modifications.</li> <li>● Use pre-assessment data to drive instruction.</li> <li>● Use preferential seating.</li> <li>● Use flexible grouping.</li> <li>● Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.</li> <li>● Allow for extended time and conferencing.</li> <li>● Provide guided notes as necessary.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.</li> <li>● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.</li> <li>● Set a writing goal for an assignment and then focus only on that goal.</li> <li>● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.</li> <li>● Edit spelling, grammar, and punctuation last.</li> <li>● Use sentence starters or frames when possible.</li> <li>● Ask students to recall what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.</li> <li>● Model writing process.</li> <li>● Model productive and engaging partner talk.</li> <li>● Provide direct instruction for writing a draft, editing, and revising</li> <li>● Build anchor charts with students and continually refer to them as you teach.</li> <li>● Provide opportunities for students to turn and talk.</li> </ul>
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**Multilingual Learners**

- Use various methods to understand a student’s learning style: observation, surveys, conferring
- Allow use of a bilingual dictionary.
- Allow use of handheld translators.
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning pathways, 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 a writing goal for an assignment and then focus only on that goal.
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- Allow students to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.
- Build an 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 charts to generate ideas, such as “Heart Map”.
- Define emotions and feelings.
- Provide a graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story