

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Writing
Grade Two**

Revised June 2017

**Oradell Public School
River Edge Public Schools**

K-2 Curriculum Contributors

**Janet Arena
Debra Bendett
Susan Boucher
Cathy Danahy
Julia Diminich
Kara Fenarjian
Melissa Gant
Jillian Jengo
Linda Masiello
Kelly Maver**

Table of Contents

Second Grade

Launching Writing Workshop	Page 2
Personal Narrative: Small Moments	Page 6
Authors as Mentors / Realistic Fiction	Page 9
Revision	Page 13
Informational Writing	Page 16
Nonfiction in a Content Area	Page 20
Opinion Writing	Page 23
Addendum: Modifications	Page 27

BY THE END OF SECOND GRADE - LAUNCHING WRITING WORKSHOP

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- L.2.3** Use knowledge of language and its conventions when writing, speaking, reading or listening

21st CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.2.A.1 Understand how to use digital tools for appropriate applications

8.1.2.A.2 Understand how to use a word processing program

8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers chose ideas that are focused and sustain audience interest.

ESSENTIAL QUESTIONS

How do writers choose a focused idea that will interest their audience?

ASSESSMENTS

Published Narrative

Writing notebook entries

Teacher/student conferences

On-demand District

Assessment

UNIT OBJECTIVES

Students will be able to...

- Collect ideas and generate a topic.
- Go through the writing process to publish a narrative piece.
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.

Oradell and River Edge Public Schools

Writing Curriculum - Grade 2

RE BOE Approved (7/26/17)

OPS BOE Approved

- Engage in writing conferences.

SKILLS

Students will be able to...

- View themselves as authors who use the writing process to publish a narrative.
- Collect ideas by finding value in the tiny moments in their lives worth writing about.
- Collect ideas by recalling a person or place that matters to them.
- Collect ideas by finding a special moment in their lives.
- Draft stories by envisioning the event (make a movie in their mind) to properly sequence events.
- Find a “juicy part” of a story and stretch the event.
- Attempt to articulate writing concerns to a teacher in a writing conference.
- Revise stories using the following strategy: adding detail.
- Edit stories using the following strategies: Capitalization, punctuation, proper sentence structure for simple sentence.
- Check sentence structure for subject-predicate agreement.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable
- Understand the terms of the Acceptable Use Policy

RESOURCES

Teacher texts:

Craft Lessons Teaching Writing K-8 by Ralph Fletcher, Joann Portalupi

Write Away by Dave Kemper, Ruth Nathan, Patrick Sebranek

Launching the Writing Workshop; Unit of Study Book One by Lucy Calkins and Leah Mermelstein

Anchor texts:

*These books are chosen because the pictures directly match the words and mirror stories our students can realistic write.

Author a True Story by Helen Lester

Aunt Isabel Tells a Good One by Kate Duke

Poppleton Series

Do Like Kyla by Angela Johnson

Oradell and River Edge Public Schools

Writing Curriculum - Grade 2

RE BOE Approved (7/26/17)

OPS BOE Approved

Shortcut by Donald Crews
The Relatives Came by Cynthia Rylant
Zoom by Istvan Banyui
Listening Walk by Paul Showers
The Best Story by Eileen Spinelli

Supplies:

Two pocket folders
Variety of writing paper
Writing area to include pencils, stapler, crayons, paper, colored pencils, construction paper.

**BY THE END OF SECOND GRADE -
PERSONAL NARRATIVE: SMALL MOMENT**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

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

L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening

21st CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.2.A.1 Understand how to use digital tools for appropriate applications

8.1.2.A.2 Understand how to use word processing program

8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers choose one small significant moment from their lives and use the writing process to tell a focused story.

ESSENTIAL QUESTIONS

How do authors find the significant moments in their lives to write about?

ASSESSMENTS

Published 'Small Moment'

Writing notebook entries

Teacher/student conferences

UNIT OBJECTIVES

Students will be able to...

- Generate story ideas using strategies from launching unit.
- Work cooperatively with a writing partner.
- Write for an uninterrupted amount of time, established by teacher/grade.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.
- Identify a meaningful part of the story to 'stretch out' the moment.
- Revise for effective leads, sensory details, and strong endings.
- Edit for meaning and conventions of Standard English.
- Share stories with an audience.

SKILLS

Students will be able to be able to

- Write a small moment story with a beginning, middle and end.
- Work with writing partners to orally plan/sequence their story.
- Students will create a plan for their writing (tell across fingers or pages/ Use a Graphic organizer/ Story Skeleton/ 4 box sketch/ Timeline).
- Identify a meaningful part of the story to stretch out the moment.
- Elaborate events through 'show-not-tell', using all sensory details.
- Elaborate by telling the internal story as well as the external story.
- Revise for effective leads and story endings.
- Add details (adjectives and adverbs) to expand sentences.
- Edit stories for proper use of capitalization, punctuation, sentence structure for simple sentences.
- Check sentence structure for subject-predicate agreement.
- Share stories with an audience.
- Apply rules for safe handling of computers and digital equipment.
- Integrate technology tools when applicable.
- Understand the terms of the Acceptable Use Policy.

RESOURCES

Anchor texts:

Fireflies by Julie Brinckloe

Home Run by Robert Burleigh

Kissing Hand by Audrey Penn

Koala Lou by Mem Fox

A Chair For My Mother by Vera B. Williams

Roller Coaster by Marla Frazee

Supplies:

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, color pencils, construction paper.

**BY THE END OF SECOND GRADE -
AUTHORS AS MENTORS / REALISTIC FICTION**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7** Participate in shared research and writing projects.
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6** Produce complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification.
- L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing

- L.2.3** Use knowledge of language and its conventions when writing, speaking, reading or listening
- L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

21st CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking
- 9.1.4.E.1** Integrate digital media to enhance communication

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers look for examples of well crafted writing and use that craft in their own writing.

ESSENTIAL QUESTIONS

How does [insert author of choice] tell a story?

How will we use elements of his/her craft in our own writing to tell a realistic fiction story from beginning to end?

How do writers create characters and a story based on realistic happenings?

ASSESSMENTS

Published realistic fiction piece based on the craft of a mentor author.

Writing notebook entries-

Established setting

Characters with established identities

Created problem and established solution

Teacher/student conferences

UNIT OBJECTIVES

Students will be able to...

- Publish a realistic fiction piece through the writing process.
- Follow routines and procedures of Writing Workshop.
- Write for an uninterrupted amount of time, established by teacher/grade.
- Identify effective craft in anchor texts and use mentor craft in their writing.
- Generate realistic fiction story ideas.
- Identify realistic fiction story elements.
- Understand realistic fiction has rhythm and structure.
- Create characters with established identities.
- Create problems, and at least one solution.
- Revise for dialogue, leads and endings.
- Edit stories for spelling and conventions of Standard English.

SKILLS

Students will be able to...

- Generate story ideas by thinking about everyday problems in books and real life.
- Plan story before writing by “telling across their fingers” and touching each page to tell what will go on each page.
- Use graphic organizers to draft a story.
- Elaborate on the important details of each story part (beginning, middle, end).
- Create identities for their characters (internal and external traits).
- Zoom in on a ‘juicy part’- Create actions that will slow down the moment.
- Determine if the plot of the story encompasses all of the realistic fiction traits.
- Develop strong endings in which characters solve their problems.
- Study author’s strong leads and revise their story for a strong lead.
- Study author’s satisfying endings and revise stories for satisfying endings.
- Recognize varied sentences in the mentor author’s work.
- Experiment with varied sentences as writers.

- Use dialogue to make characters talk.
- Explore how punctuation can convey meaning.
- Apply editing skills from previous units (capitalization, punctuation, sentence structure)
- Pluralize common nouns.
- Write the past tense of common verbs.
- Check sentence structure for subject/predicate agreement.
- Apply rules for safe handling of computers and digital equipment.
- Integrate technology tools when applicable.
- Understand the terms of the Acceptable Use Policy.

RESOURCES

Suggested authors:

Cynthia Rylant
 Ezra Jack
 Keats Judith
 Viorst Eric
 Carle Donald
 Crews Tomie
 DePaola

Anchor texts:

Amazing Grace by Alice Hoffman
Let's Get a Pup Said Kate by Bob Graham
Henry and Mudge by Cynthia Rylant
A New Dress For Maya
William's Doll by Charlotte Zolotow
Night Tree by Eve Bunting
Owl Moon by Jane Yolen
The Name Jar by Jengsook Choi
The Paperboy by Dav Pilky

Supplies:

Two pocket folders
 Variety of writing paper
 Writing area to include pencils, stapler, crayons, paper, color pencils

BY THE END OF SECOND GRADE - REVISION

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.2.6** Produce complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification.
- L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- L.2.3** Use knowledge of language and its conventions when writing, speaking, reading or listening

21st CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.2.A.1 Understand how to use digital tools for appropriate applications

8.1.2.A.2 Understand how to use a word processing program

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers look at their stories/pieces with a fresh perspective, and revise in order to enhance the quality of the text.

ESSENTIAL QUESTIONS

How do writers make changes to their writing to improve an existing draft?
What elements of writer's craft can writers use to revise?

ASSESSMENTS

Revision of a selected piece
Teacher/student conferences

UNIT OBJECTIVES

Students will be able to...

- Reread and assess their own writing to make plans for revision.
- Publish a piece that has components of the revision unit.
- Edit writing for spelling and conventions of Standard English.
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Follow routines and procedures of Writing Workshop.

SKILLS

Students will be able to...

- Review written pieces and select at least one piece to revise.
- Understand that writers revise for a variety of reasons.

- Add thoughts, feelings, information, or other details to the piece to create a better understanding for the reader.
- Take away thoughts and details that confuse the reader, in order to enhance understanding.
- Review strong leads in crafting stories.
- Select either dialogue, small action, thought, or feeling for a satisfying ending.
- Make better word choices, focusing on different words for said and using dynamic verbs.
- ‘Show, not tell’ through the use of vivid imagery.
- Generalize learned spelling patterns when writing new, but relatable words.
- Edit for proper capitalization, punctuation and sentence structure.
- Use apostrophes to form contractions and common possessives.
- Consult reference materials, including beginning dictionaries.
- Check sentence structure for subject-predicate agreement.
- Integrate technology tools when applicable
- Understand the terms of the Acceptable Use Policy

RESOURCES

Anchor texts:

Punctuation Takes a Vacation

Greedy Apostrophe - A Cautionary Tale by Jan Carr

BY THE END OF SECOND GRADE - INFORMATIONAL WRITING

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.2.2** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- L.2.3** Use knowledge of language and its conventions when writing, speaking, reading or listening

21st CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking
- 9.1.4.E.1** Integrate digital media to enhance communication

TECHNOLOGY

- 8.1.2.A.1** Understand how to use digital tools for appropriate applications
- 8.1.2.A.2** Understand how to use word processing program
- 8.1.2.E.1** Use information gathered through digital tools to assist in generating solutions
- 8.1.2.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers will classify and describe the way things are through factual text.

ESSENTIAL QUESTIONS

PRIMARY: How does an author teach others through their writing?

SECONDARY: How does the author select and categorize specific information?

ASSESSMENTS

Students will be able to interpret and talk about information found in books
Published non-fiction piece of writing
Teacher/student conferences

UNIT OBJECTIVES

Students will be able to...

- Locate information from books.
- Interpret and talk about information found in books.
- Publish a nonfiction piece of writing.
- Edit stories for proper capitalization, punctuation, sentence structure
- Create and share written text and slides
- Use digital tools for research and presentations
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Generate a topic.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.

SKILLS

Students will be able to...

- Decide upon topics and gather information from appropriate texts.
- Classify information under headings.
- Classify headings into the table of contents.
- Include diagrams, labels, and other non-fiction text features to help the reader understand the topic.
- Interpret and talk about information on topic.
- State information in a unique or surprising manner.
- Use paper to match the writing genre.
- Capitalize holidays, product names, geographic locations, and important words in titles.
- Produce a writing piece that teaches for an appropriate audience.
- Check sentence structure for subject predicate agreement.
- Apply rules for safe handling of computers and digital equipment
- Integrate technology tools when applicable
- Understand the terms of the Acceptable Use Policy

RESOURCES

Mentor text:

Flat Stanley – The Great Egyptian Grave Robbery

Mummies in the Morning by Mary Pope Osborne

Mummies & Pyramids by Will Osborne (research guide)

Professional References: *The Mystery of the Hieroglyphs: The Story of the Rosetta Stone & The Race to Decipher Egyptian Hieroglyphs*

I Wonder Why The Pyramids Were Built by Phillip Steele

Supplies:

Two pocket folders

Variety of paper

Writing area to include pencils, stapler, crayons, paper, color pencils, construction paper.

BY THE END OF SECOND GRADE - NONFICTION IN A CONTENT AREA

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.2.2** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7** Participate in shared research and writing projects
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- L.2.3** Use knowledge of language and its conventions when writing, speaking, reading or listening

21st CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.2.A.1 Understand how to use digital tools for appropriate applications

8.1.2.A.2 Understand how to use word processing program

8.1.2.E.1 Use information gathered through digital tools to assist in generating solutions

8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers will classify and describe the way things are through factual text.

ESSENTIAL QUESTIONS

PRIMARY: How can an author teach us about a topic through nonfiction writing?

SECONDARY: How does the author select and categorize specific information?

ASSESSMENTS

Students will be able to interpret, talk, and present information found in books.

Published nonfiction piece

Informational presentation through multi-media sources

UNIT OBJECTIVES

Students will be able to...

- Locate information from nonfiction books, sources and articles.

- Interpret, talk about, and present information found in books.
- Publish an informational piece through multi-media sources.
- Edit written pieces for proper capitalization, punctuation and sentence structure
- Create and share written text and slides digitally
- Use digital tools for research and presentations
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.

SKILLS

Students will be able to...

- Decide upon topics and gather information from appropriate texts.
- Apply note-taking skills to collect information for a piece.
- Read information and share the information in his/her own words.
- Organize information read by author.
- Classify information under headings.
- Classify headings into the table of contents.
- Include diagrams, labels, and other nonfiction text features to help the reader understand the topic.
- Interpret and talk about information on topic.
- Develop an author's voice to make factual information appealing to readers.
- State information in a unique or surprising manner.
- Use paper to match the writing genre.
- Produce an informational piece that teaches for an appropriate audience
- Check sentence structure for subject predicate agreement.
- Apply rules for safe handling of computers and digital equipment.
- Integrate technology tools when applicable.
- Understand the terms of the Acceptable Use Policy.

RESOURCES

Anchor texts:

Various nonfiction books, articles and sources from school or town libraries and educational websites

Supplies:

Two pocket folders

Variety of story paper

Writing area to include pencils, stapler, crayons, paper, color pencils, construction paper

Oradell and River Edge Public Schools

Writing Curriculum - Grade 2

RE BOE Approved (7/26/17)

OPS BOE Approved

BY THE END OF SECOND GRADE - OPINION WRITING

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- 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 topic and texts under discussion)
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- L.2.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- L.2.2** Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
- L.2.3** Use knowledge of language and its conventions when writing, speaking, reading or listening

21st CENTURY SKILLS

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of resources that fosters creative and innovative thinking

9.1.4.E.1 Integrate digital media to enhance communication

TECHNOLOGY

8.1.2.A.1 Understand how to use digital tools for appropriate applications

8.1.2.A.2 Understand how to use word processing program

8.1.2.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers can use their voice to state their opinions through a persuasive piece.

ESSENTIAL QUESTIONS

PRIMARY: How do writers state their opinions so they can be heard?

SECONDARY: What elements of a letter need to be included when writing a persuasive letter?

ASSESSMENTS

Published persuasive piece

Student/teacher conferences

UNIT OBJECTIVES

Students will be able to...

- Distinguish between facts and opinions
- Collect reasons that support an opinion
- Use the format of a friendly letter
- Write for an uninterrupted amount of time, established by teacher/grade.
- Use the supplies of the classroom during Writing Workshop.
- Generate a topic.
- Go through the writing process to publish a piece.
- Follow routines and procedures of Writing Workshop.

SKILLS

Students will be able to...

- Write facts and opinions
- Develop an opinion based on a specific topic.
- Collect and share reasons that support an opinion.
- Provide a concluding statement about an opinion.
- Identify the parts of a friendly letter.
- Develop the letter by beginning to form paragraphs.
- Use appropriate punctuation within the friendly letter.
- Publish a persuasive letter that includes all elements of a friendly letter.
- Check sentence structure for subject predicate agreement.
- Use digital tools for research and presentations.
- Apply rules for safe handling of computers and digital equipment.
- Integrate technology tools when applicable.
- Understand the terms of the Acceptable Use Policy.

RESOURCES

Mentor texts:

I Wanna Iguana by Karen Orloff

Dear Mr. Blueberry by Simon James

The Jolly Postman by Janet Ahlberg

A Letter to Amy by Ezra Jack Keats

The True Story of the Three Little Pigs by Jon Scieszka

Oradell and River Edge Public Schools

Writing Curriculum - Grade 2

RE BOE Approved (7/26/17)

OPS BOE Approved

Supplies:

Two pocket folders

Variety of writing paper

Writing area to include pencils, stapler, crayons, paper, color pencils, construction paper.

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language

used in instruction.

- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.