

Mount Laurel Language Arts Curriculum
Grade 2

Writing Unit: Launching & Narrative
Stage 1: Determine the Desired Results

Enduring Understanding(s):

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Writers develop ideas for personal narratives by paying close attention to the small moments in their lives.

Rules and conventions of language help readers understand what is being communicated.

Essential Question(s):

How do writers develop a well written product?

How do writers generate ideas for personal narrative

How do rules of language affect communication?

Students will be able to:

Text Types and Purposes

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

Production and Distribution of Writing

- **W.2.4.** (Begins in grade 3)
- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- **W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.9.** (Begins in grade 4)

Range of Writing

Mount Laurel Language Arts Curriculum
Grade 2

W.2.10. (Begins in grade 3)

Conventions of Standard English

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

Use collective nouns (e.g., *group*).

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

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

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

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

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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

Capitalize holidays, product names, and geographic names.

Use commas in greetings and closings of letters.

Use an apostrophe to form contractions and frequently occurring possessives.

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

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

8.1 Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Mount Laurel Language Arts Curriculum
Grade 2

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

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).

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

Other Forms of Assessment:

Narrative Writing Essay

Multiple drafts of the narrative writing essay (pre-writing, rough draft, revising, etc.)

Mini-lesson application and accountability: Student is able to effectively apply the mini-lesson concept to his/her writing

Student Productivity: Child is able to work independently for the 15-20 minute period during independent writing time

Prewriting/planning check-in- Child is able to produce a simple drawing with accompanying appropriate words/print

Grapho-phonemics: Child is able to use spelling strategies for unfamiliar words; child is able to stretch out a word and list/write the sound s/he hears and record beginning or dominant sounds

Stage 3: Learning Plan

Components of a Minilesson

A writing minilesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A minilesson's components are: Connection, Teaching, Active Engagement, and Link. Each minilesson follows the same architecture:

Connection: Children learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.

Teaching: The teacher shows children how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.

Active Engagement: Children are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.

Link: The teacher crystallizes what has been taught, adding it to children's growing repertoire. Children are reminded that today's lesson pertains not only to today, but to every day. The teacher often

Mount Laurel Language Arts Curriculum
Grade 2

summarizes the conditions under which a child is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

Research: Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.

Decide: Weigh whether you want to accept or alter the child's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the child's writing. Plan the way in which you will provide the student with guided practice.

Teach: Instruct the child on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the child may not know.

Link: Name what the child has accomplished as a writer and remind the child to do this often in the future.

Launching the Writing Workshop: Grades 1-2. Lucy Calkins and Marjorie Martinelli

Part One: Working Independently in a Writing Workshop

- Session I. Starting the Writing Workshop (p. 1)
- Session II. Carrying On Independently as Writers (p. 11)
- Session III. Using Supplies Independently (p. 19)
- Session IV. Telling Stories in Illustrations (p. 27)
- Session V. Drawing Even Hard-to-Make Ideas (p. 35)

Part Two: Using Writing, Along with Pictures, to Tell Each Story

- Session VI. Using Both Pictures and Words, like Famous Authors (p. 43)
- Session VII. Stretching and Writing Words (p. 51)
- Session VIII. Stretching and Writing Words: Initial Sounds (p. 57)
- Session IX. Spelling the Best We Can...and Moving On (p. 65)
- Session X. Using Writing Tools: The Alphabet Chart (p. 73)

Grade 2

Part Three: Writing Longer, More Varied, More Thoughtful Pieces

- Session XI. Creating a Place for Writing-in-Progress: Long-Term Projects (p. 79)

Grade 1

- Session XII. Introducing Booklets (p. 85)
- Session XIII. Widening Writing Possibilities: Lists and Letters (p. 91)
- Session XIV. Widening Writing Possibilities: Real-World Purposes (p. 97)

Mount Laurel Language Arts Curriculum
Grade 2

Part Four: Preparing for Publication

- Session XV. Fixing up Writing (p. 103)
- Session XVI. Editing and Fancying Up Writing (p. 109)
- Session XVII. Reading into the Circle: An Author's Celebration (p. 115)

Narrative Writing: To Tell a Story

Small Moments: Personal Narrative Writing, Grades 1-2. Lucy Calkins and Marjorie Martinelli

Part One: Beginning Small Moments Stories

- Session I. Understanding a Small Moment Story (p. 1)
- Session II. Discovering One Small Moment (p. 11)
- Session III. Establishing Long-Term Partnerships (p. 21)
- Session IV. Stretching One Small Moment (p. 29)

Part Two: Getting More Writing on the Page

- Session V. Stretching and Writing Words (p. 39)
- Session VI. Sketching Rather than Drawing (p. 47)
- Session VII. Planning Details (p. 55)
- Session VIII. Internalizing Story Shapes (p. 63)
- Session IX. Storytelling with Partners (p. 71)
- Session X. Writing Some Words in a Snap (p. 77)

Part Three: Teaching Revision Strategies

- Session XI. Focusing on the Most Important Part (p. 83)
- Session XII. Revealing Internal Stories (p. 93)
- Session XIII. Writing Close-in Story Endings (p. 101)

Part Four: Preparing for Publication

- Session XIV. Revising and Editing with Partners (p. 109)

Grade 2

- Session XV. Reading Aloud for Visitors: An Author's Celebration (p. 115)

Checklist of skills cited in Common Core for Narrative Writing for Grade 1. This checklist will be used to inform instructional decisions for minilessons, assessing students' writing, and as an aide when developing a rubric.

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

Narrative Writing Checklist

A. Recount a well-elaborated event or short sequence of events to describe actions,	
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Mount Laurel Language Arts Curriculum
Grade 2

thoughts, and feelings		
B. Use temporal words to signal event order		
C. Provide a sense of closure.		
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).		

Language Usage Checklist

Use collective nouns (e.g., <i>group</i>).		
Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).		
Use reflexive pronouns (e.g., <i>myself, ourselves</i>).		
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).		
Use adjectives and adverbs, and choose between them depending on what is to be modified.		
Produce, expand, and rearrange		

Mount Laurel Language Arts Curriculum
Grade 2

complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	
Capitalize holidays, product names, and geographic names.	
Use commas in greetings and closings of letters.	
Use an apostrophe to form contractions and frequently occurring possessives.	
Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

Modifications

Special Education:

- Use Research, Decide, Teach, Link methodology during conferring with students
- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Develop target vocabulary

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Mount Laurel Language Arts Curriculum
Grade 2

<ul style="list-style-type: none"> ● Scaffold comprehension when reading is used to promote reader response ● Use graphic organizers to develop key concepts/ideas ● Teach key aspects of a topic. Eliminate nonessential information. 	
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Utilize flexible groups-group gifted students with other gifted students or higher-level learners ● Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group) ● Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning) ● Invite students to explore different points of view on a topic of study and compare the two ● Provide multiple opportunities for students to “Own Their Learning” ● Ask students higher-level questions that require students to look into causes, experiences, and facts to draw a conclusion to other areas of learning. (Webb’s Depth of Knowledge- Level 4) ● Create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials. Supply reading materials on a wide variety of subjects and levels ● Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching ● Focus on Habits of Mind pedagogy
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● <i>Calkins Units of Study in Writing</i> Program 2014 edition ● Newsela.com for leveled texts ● Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod 	