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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2 – Personal Narratives  |
| **Grade Level:** 2 |
| **Duration:**Trimester 1 |
| **Description:**In this unit, students learn how to write about significant moments from their lives. During writing workshop, students will write focused personal narratives with a detailed beginning, middle, and an end. Students will develop strategies for finding significant story ideas, writing with a focus, organization, and elaboration in mind. Focus, organization, and elaboration are qualities of good writing needed in order to become a strong narrative writer. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Organization with beginning, middle, and end
* Writing with a focus
* Writing with meaning
* Writing with independence and stamina
* Elaboration
* Reading like a writer

**Grammar Skills:*** Capitalize the first letter of proper names
* Capitalize the first letter of the month when writing dates
* Capitalize the first letter of a holiday
* Capitalize “I”
* Use a question mark at the end of an asking (interrogative) sentence
* Use a period at the end of a telling (declarative) sentence
* Use an exclamation point at the end of an exciting (imperative) sentence
* Use commas to separate the day from the year when writing the date
* Use an apostrophe in contractions.
* Write in past tense
* Use past-tense irregular verbs to describe events that have already happened (e.g., sat, hid, and told)
 | **Understandings:** * Writers will identify significant moments to write about.
* Writers will write with a clear and detailed beginning, middle, and end.
* Writers will continue to increase their stamina as writers.
* Writers will utilize partnerships to strengthen writing.
* Writing will use editing and revising to improve their writing.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards** W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
* W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
* W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
* L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.2.1.A. Use collective nouns (e.g., group).
* L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
* L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
* L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
* L.2.1.E. Use adjectives and adverbs and choose between them depending on what is to be modified.
* L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
* L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* L.2.3.A. Compare formal and informal uses of English.
* 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.
* SL.2.1.A Follow agreed-upon rules 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).
* SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.
* SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.
* SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
* SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
* SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
* SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
* SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
* 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

*Social Studies:** 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Diversity)

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Apply appropriate academic and technical skills.
* Utilize critical thinking to make sense of problems and persevere in solving them.

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Computing Systems*** 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Interaction of Technology and Humans*** 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.2.TL.2: Create a document using a word processing application.

**Life Literacies: Critical thinking and Problem Solving:*** 9.4.2.CT.3: Use a variety of types of thinking to solve problems

**Life Literacies and Key Skills: Global and Cultural Awareness*** 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
* 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

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| **Essential Questions** |
| * How do writers think about significant small moments from their lives?
* How do writers write about significant personal narratives?
* How do writers write with a focus?
* How do writers write with a beginning, middle, and an end?
* How do writers elaborate?
* How do writers revise and edit independently?
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| **Student Learning Objectives** |
| ***Students will …*** * Writers write personal narratives about important moments from their lives.
* Writers plan and write with focus and organization in mind.
* Writers elaborate the beginning, middle, and end.
* Writers revise and edit independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **What is a personal narrative?**
	+ Immerse students in personal narrative writing and conduct a class inquiry about how writers tell meaningful stories. **(**Learning from the Masters: Improving Narrative Writing, pg. 2)
* **Writers immerse themselves in small moment stories and find significant small moments to write about**
	+ Model how writers keep a list and collect every day small moments to write about in tiny topic notebooks. (Learning from the Masters: Improving Narrative Writing, pg. 12)
* **Writers stretch a small moment into a story.**
	+ Demonstrate how writers plan their stories out by stretching and telling their stories across their fingers. (Learning from the Masters: Improving Narrative Writing, pg. 20)
* **Writers narrow their topic to zoom in on a small moment.**
	+ Demonstrate how writers zoom in on a small moment and write with detail. (Learning from the Masters: Improving Narrative Writing, pg. 28)
* **Writers write a personal narrative story in first person.**
	+ Model how writers write personal narratives in first person by using the pronouns I and we.
* **Writers write personal narratives with capital letters and end punctuation.**
	+ Demonstrate how writers capitalize the first letter of each sentence and use end punctuation for each sentence. (Learning from the Masters: Improving Narrative Writing, pg.43)
* **Writers write personal narratives with details**.
	+ Model how writersshow not tell how a character is feeling by adding action and tiny details with adjectives. (Learning from the Masters: Improving Narrative Writing, pg. 28)
* **Writers begin a personal narrative story with a strong lead**.
	+ Demonstrate how to grab the reader’s attention by beginning with onomatopoeia or an action, using mentor texts as models. (Learning from the Masters: Improving Narrative Writing, pg. 92.)
* **Writers revise their writing by choosing their favorite personal narrative writing to publish.**
	+ Model how writers reread all of their writing in their writing folders, choosing their favorite to revise.
* **Writers revise by rereading their writing independently and with a writing partner.**
	+ Demonstrate how writers reread their writing independently and with their writing partners to add what is missing and take out what does not belong to make their story the best it can be. (Learning from the Masters: Improving Narrative Writing, pg. 111)
* **Writers revise their personal narratives by thinking about interesting word choice.**
	+ Demonstrate how to revise by adding words that are more interesting and descriptive. (Learning from the Masters: Improving Narrative Writing, pg. 121)
* **Writers edit to improve their personal narratives by thinking about capitalization and end punctuation.**
	+ Model how writers reread their writing by checking for capital letters and end punctuation.

 * **Writers edit their writing by checking for spelling.**
	+ Demonstrate how writers check spelling by using the word wall and spelling strategies.
* **Writers publish their personal narratives.**
	+ Model how to color the pictures and create front and back covers. (Learning from the Masters: Improving Narrative Writing, pg. 153)
* **Writers celebrate their personal narratives.**
	+ Writers celebrate their personal narratives.

 ***Strategies for Differentiated Instruction*:****English Language Learner (ELL):** * Use graphic organizers to organize thoughts.
* Use pictures to help tell/write a story.
* Conduct small groups to help students edit their work.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (pictures or words can be used).

**Special education:*** Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**At-Risk:*** Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons.
* Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students work with peers when editing their work.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**Gifted and Talented (G & T):*** Students may include an “About the Author” page.
* Teach above-grade-level skills in a small group.
* Set a goal to incorporate these skills into their writing.
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| **Materials** |
| **Materials:** * Learning From the Masters
* If… Then… Curiculum
* Students samples (for modeling)
* Chart paper/Post-its
* Writing folders
* Various paper choices (differentiated booklets)
* Mentor texts
* Students samples (for modeling)
* Chart paper/Post-its
* Writing folders
* Various paper choices (differentiated booklets)
* Mentor texts

  **Suggested** **Mentor Texts:** * Fireflies by Julie Brinkloe
* Owl Moon by Jane Yolan\*
* The Leaving Morning byAngela Johnson\*
* A Chair for My Mother by Vera B. Williams
* A Dog Wearing Shoes by S. Ko (Diversity, Equity, and Inclusion)

**Included in the series\*** |
| **Assessments** |
| **Formative*** Skills checklists
* Rubrics
* Teacher observations
* Conferring notes

**Summative*** District created inter-disciplinary assessments
* Portfolio assessment
* Student’s writing folders/notebooks
* Published pieces
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| **Modifications** |
| **English Language Learners** * + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |