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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 6 Realistic Fiction | | | | |
| **Grade Level:**2 | | | | |
| **Duration:**Trimester 3 | | | | |
| **Description:**  In this unit, writers will build upon the foundation of realistic fiction writing. Students will write realistic fiction stories independently during writing workshop. Writing with a focus and organization will be emphasized. Strategies to write believable and well-elaborated realistic fiction stories will also be taught. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Writing with stamina and independence * Writing with a sense of audience * Writing with volume / details * Writing with a focus * Elaboration * Organization   **Grammar Skills:**   * Verb tense: past / present * Capitalization: beginning sentences, proper names * Punctuation in sentences: commas, end punctuation, etc. * Writing in complete sentences * Adjectives and adverbs   **Understandings:**   * Realistic fiction stories need to have believable characters and problems. * Writers plan realistic fiction stories with a problem and solution. * Writers revise and edit independently. * Writers increase their stamina as writers. * Writers write realistic fiction stories in a storyteller’s voice. | | | | |
| **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.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. | | *Connecting literacy with additional content areas. The standards below will be addressed within this unit.*  *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.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. * 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. (Amistad/Asian American/Pacific Islanders) * 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 * Work productively in teams while using cultural global competence. * Demonstrate creativity and innovation   **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   **Computer Science: Interaction of Technology and Humans**   * 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.   **Life Literacies and Key Skills: Technology Literacy**        • 9.4.2.TL.2: Create a document using a word processing application.  **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   **Life Literacies and Key Skills: Critical Thinking and Problem Solving**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global | | |
| **Essential Questions** | | | | |
| * How do writers collect realistic fiction story ideas? * How do writers create believable characters and problems? * How do writers plan and write focused realistic fiction stories? * How do writers write in a storyteller’s voice? * How do writers revise and edit realistic fiction stories? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Include believable characters and problems. * Plan realistic fiction stories. * Revise and edit independently. * Increase their stamina as writers. * Write realistic fiction stories in a storyteller’s voice. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  ***Suggested Mini Lessons:***   * **What is a realistic fiction story?**    + Immerse students in realistic fiction stories and discuss what makes a good realistic fiction story. (If…Then..., pg. 40) * **Writers think of a character and small moment stories for that character.**   + Model how writers create their very own realistic fiction character by thinking about creating a new friend. (If…Then..., pg. 41) * **Writers create edge of the seat stories by thinking about troubles for realistic fiction stories.**   + Demonstrate how writers brainstorm possible stories by thinking about troubles (problems) their characters can face in their stories by thinking about troubles from stories they have read. (If…Then..., pg. 42) * **Writers get realistic fiction ideas by thinking about small moment stories from their own lives and turning them into realistic fiction story ideas.**   + Model how writers generate possible realistic fiction story ideas by thinking of real-life experiences / trouble stories. (If…Then..., pg. 43) * **Writers plan their realistic fiction stories by choosing a realistic fiction story and telling it across their fingers.**   + Model how writers practice storytelling across their fingers, focusing on one story. (If…Then..., pg. 44) * **Writers plan and sketch their stories across the pages of the booklet.**   + Demonstrate how writer sketch across pages to plan their writing. (If…Then..., pg. 44) * **Writers write a realistic fiction story in a storyteller’s voice.**    + Model how writers write in a storyteller’s voice as the narrator. * **Writers begin a realistic fiction story with a strong lead**.   + Conduct a class inquiry and discuss the ways they already know how to grab the reader’s attention, using mentor texts as models. * **Writers write realistic fiction stories with elaboration in mind.**    + Demonstrate how writers tell their stories bit by bit, envisioning what the characters are doing, saying, and thinking(If…Then..., pg. 45) * **Writers visualize their stories and act them out with a writing partner.**   + Model how writers elaborate their writing by visualizing and acting out their stories with writing partners. (If…Then..., pg. 45) * **Writers write realistic fiction stories with strong endings.**    + Create endings that leave readers with a strong feeling that the problem / trouble was solved using mentor texts as models. * **Writers revise to improve their realistic fiction stories.**   + Demonstrate how writers choose their favorite to revise and reread their writing and think of what is missing to add in and take out what does not belong to make their story the best it can be. * **Writers revise their realistic fiction by adding details.**   + Model how writers add character thinking and dialogue to bring their stories to life. (If…Then..., pg. 48) * **Writers revise by thinking about their leads and endings.**   + Model how writers try out different leads or endings and decide which one works best. (If…Then..., pg. 50) * **Writers edit their writing by checking for proper capitalization and end punctuation.**   + Demonstrate how writers reread their writing and check for capitalization (beginning of sentences and proper names) and end punctuation. * **Writers edit by making sure that their writing stays in a third person voice.**   + Model how writers reread their writing, making sure the whole story is in a narrator voice. (If…Then..., pg. 50) * **Writers edit by checking their spelling.**   + Demonstrate how writers check their spelling by using the word walls and spelling strategies. * **Writers publish their realistic fiction stories.**   + Model how writers color the pictures and create front and back covers. * **Writers celebrate their realistic fiction stories.**   + Celebrate their realistic fiction stories by reading aloud and having book talks. (If…Then..., pg. 50)   **Strategies for Differentiated Instruction:**  **English Language Learner (ELL):**   * Create anchor charts with picture support. * Provide prompts to assist students’ in beginning a realistic fiction story. * Offer vocabulary support with picture cards.   **Special Education:**   * Partner with an on-level student to model realistic fiction story writing. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories.   **At-risk:**   * Work with a partner to create a realistic fiction story writing. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories independently.   **Gifted and Talented (G & T):**   * Create a realistic fiction series based on one character. * Develop a story with multiple characters. * Include advanced dialogue between characters in realistic fiction story. * Students can create a second realistic fiction story using above-grade-level skills taught in a small group. * Students can create a presentation or skit to share with the class. * Students can create a digital copy of their writing. | | | | |
| **Materials** | | | | |
| **Materials:**   * Learning From the Masters: Improving Narrative Writing * If…Then…Curriculum * 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:**   * Owl Moon by Jane Yolen\* * Iris Sleeps Over by Bernard Waber * Enemy Pie by Derek Munson * The Art Lesson By Tomie DePaola * The Name Jar by Yangsook Choi (Asian American/Pacific Islanders) * Feast for Ten by Catherine Falwell (Amistad) * Meet Yasmin! By Saadia Faruqi (Diversity)   \***Included in series** | | | | |
| **Assessments** | | | | |
| Formative  Skills checklists   * Rubrics * Conference anecdotal notes * Teacher observations   Summative   * Writing Folders Portfolios * Published Pieces * District created inter-disciplinary assessments | | | | |
| **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)   + Pre-teach vocabulary   + 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 |
| **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 | | | | |