

# Kenilworth Public Schools

## Curriculum Guide

Content Area: ELA Writers Workshop

Grade: 2

BOE Approved: 12/12/22

Revision Date: N/A

Submitted by: Cynthia Donough

BOE Revision Approved: N/A

## Writing Grade 2 Scope and Sequence

Unit 1- How Writer’s Work	Unit 2- Gail Gibbon: Nonfiction	Unit 3- Personal Narrative	Unit 4- Letter Writing
Sept.-Nov.	Dec. – Mar.	Mar.-May	Throughout the year

<p><i>Unit Description:</i> To help students understand the writing process and get to know how and why writers write in the ways that they do.</p>	<p><i>Unit Description:</i> Help students discover the world around them to find opportunities to explore, question, ponder, and investigate. Gail Gibbons shows us that writing to think, question, and learn is why we should write everyday.</p>	<p><i>Unit Description:</i> Constructing meaningful personal narrative helps students discover important things about who they are and what they hope to be like in the future. Personal narrative brings people together.</p>	<p><i>Unit Description:</i> Writing different kinds of letters will allow them to share opinions, an interesting story, or information with friends, family, or members of the community.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Learn the rituals, routines, and resources for writing workshop.</li> <li>● Identify reasons why writers write.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Learn about Gibbons as a writer, illustrator, and person;</li> <li>● Participate in collaborative conversations with partners and small</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Identify features of personal narrative writing through independent and teacher-supported reading and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Discuss and learn about multiple reasons for writing and receiving letters;</li> </ul>

<ul style="list-style-type: none"> <li>● Establish a community of writers who listen, share, and respond to each other's thoughts, stories, and ideas.</li> <li>● Follow agreed-upon rules for discussions, and build upon each other's ideas.</li> <li>● Reinforce sentence structure.</li> <li>● Build stronger sentences.</li> <li>● Learn and practice the paragraph structure.</li> </ul>	<p>groups about various nonfiction topics and features;</p> <ul style="list-style-type: none"> <li>● Identify how Gibbons uses her life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing;</li> <li>● Name the nonfiction techniques and features Gibbons uses in her texts to develop topics and present information (mixing genres, speaking directly to readers, using labels, defining words in context, including extra-textual information in the back, drawing detailed illustrations);</li> <li>● Begin to use what they have learned from Gibbons as inspiration for their own writing and drawing in their Writers' Notebooks;</li> </ul>	<p>exploration of mentor texts;</p> <ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups;</li> <li>● Demonstrate an understanding of the purpose behind personal narrative writing through active participation in immersion activities and the writing process;</li> <li>● Begin to use what they have learned and noticed about personal narrative to generate their own ideas for writing personal narrative in their Writers' Notebooks and for publication purposes; and</li> <li>● Publish a narrative in which they recount a well-elaborated event or short sequence of events that includes</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups;</li> <li>● Identify common features of letters;</li> <li>● Write individual and class letters for a real audience;</li> <li>● Experiment with different types of letters for various purposes with various styles, including informative/explanatory letters, persuasive letters, epistolary/narrative letters, and thank-you letters;</li> <li>● Focus on a letter writing topic and strengthen writing as needed by revising and editing;</li> <li>● Incorporate linking words to connect opinions and reasons within their letters;</li> <li>● Understand the structure and tone of</li> </ul>
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	<ul style="list-style-type: none"> <li>● Select a topic to focus on and strengthen their writing as needed by revising and editing;</li> <li>● Use a variety of digital tools and sources to research, gather information, and produce writing;</li> <li>● Publish an informative/explanatory piece in which the students introduce a topic, use facts and definitions to develop points, and provide a concluding section; and</li> <li>● Incorporate Gibbons’s nonfiction text features in their own published work, such as visuals that inform, bold print, captions, a Glossary with definitions, and a “Fun Facts” page.</li> <li>●</li> </ul>	<p>details to describe actions, thoughts, and feelings.</p>	<p>both formal and informal letters; and</p> <ul style="list-style-type: none"> <li>● Publish a letter that expresses their opinion on a topic or book, uses reasons and examples that support the opinion, and provides a concluding statement.</li> </ul>
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# Writing Grade 2

## Unit 1

**Unit Title:** How Writer's Work

**Unit Summary:** To help students understand the writing process and get to know how and why writers write in the ways that they do

**Primary Interdisciplinary Connections:**

- Students may reflect on communities and local laws and include them in narrative writing. 6.1.4.A.1
- Students will illustrate narrative books and recognize how art is part of everyday life. 1.2.2 D.

**Career Readiness, Life Literacies, and Key Skills:**

CRP1 Act as a responsible and contributing citizen and employee  
CRP2 Apply appropriate academic and technical skills  
CRP6 Demonstrate creativity and innovation

### Learning Targets

**NJSLS Standards:**

**SPEAKING and LISTENING**

**Comprehension and Collaboration**

**SL.2.1:** Participate in collaborative conversations 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.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through 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.

**Presentation of Knowledge and Ideas**

**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:** Use multimedia; 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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

## **LANGUAGE STANDARDS**

### **Conventions**

**L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.

### **Vocabulary Acquisition and Usage**

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

**L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**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).

### **NJSLS Technology Standards:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments

**8.1.2.D.1** Develop an understanding of ownership of print and nonprint information

**Big Idea:** To help students understand the writing process and get to know how and why writers write in the ways that they do

### **Unit Essential Questions:**

- What is the writing process?
- How will the writing process help me become a better writer?

### **Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Learning Targets** (copy/paste indicators from NJSLS)

*Students will...*

- 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.
- 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.2.3. 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. 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.

**Evidence of Learning**

**Summative Assessment:**

- Standards Based Writing Rubric Text Type: Narrative Grade 2
- How Writers Work Grade 2 Student Performance Checklist
- Writing Samples
- Reflecting Through our Work

**Formative Assessments:**

- Where Are My Students in the Writing Process?
- How Writer’s Work Grade 2 Student Performance Checklist
- Helen Lester’s Journey as an Author
- My Writing Life Survey
- Using the Right Verb (form)

**Lesson Plans**

*Activities/Interdisciplinary Connections*

*Timeframe*

- The first week of school is dedicated to setting up procedures.

September - November

- September has sentence structure lessons as well as lessons listed below.
- October and November will have paragraph structure and practice.
- Grammar lessons will include: sentences, subject/predicate, declarative/interrogative/imperative/exclamatory sentences, nouns, proper/common nouns, singular/plural nouns, plural nouns that change spelling, possessive nouns.

### **Immersion**

IRA Lesson 1

( A Writer's Life)

IRA Lesson 2

( Holding on to Memories)

IRA Lesson 3

(Writing Possibilities)

IRA Lesson 4

(Writer's Motivation and Inspiration)

IRA Lesson 5

(Writers "Read" Their World with Notebook in Hand)

### **Generating Ideas**

ML 1

(Memorable Moments)

ML 2

(What's in My Heart)

### **Selecting**

ML 3

(Deciding What Matters Most)

### **Collecting**

ML 4

(Gathering More Information)

### **Drafting**

ML 5

(Organization -- Putting it all together)

### **Revising**

ML 6

(Making My Message Clear)

### **Editing**

ML 7

(Checking my Punctuation, Spelling, and Grammar)



<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>● Mentor texts</li> <li>● Writer’s Notebook/Folder</li> <li>● Sentence practice activities</li> <li>● Paragraph-A-Month packets</li> <li>● Grammar activities from various sources (Reading Street, TPT, or teacher created)</li> <li>● Tools (add/delete as appropriate): <ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Seesaw</li> <li>-Pebble Go</li> <li>-BrainPOP</li> <li>-Freckle</li> <li>-Raz Kids</li> <li>-Scholastic Magazines</li> </ul> </li> </ul> <p>(See this <a href="#">list</a> for more ideas from the NJDOE)</p> <p>(See this <a href="#">list</a> for Kenilworth Tools and Platforms)</p>	<p>Sentence practice activities will vary from class to class depending on the needs of the student population.</p>

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental support.
- Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade How Writer’s Work unit

**Supply students with anchor charts:** *Writing Workshop Roles and Responsibilities, What to do When You Are Stuck, How to Make an Author Poster, Good Listeners, What is a Writer’s Notebook?, Julie’s Writing Techniques, Timeline of the Best Story, Ways to Celebrate Our Writing, and Publishing Extras: Teacher’s Reference.*

Suggestion: Tape or staple anchor charts into students’ Writer’s Notebooks for easy reference..

**Partially complete How Writer’s Work graphic organizers** such as Helen Lester’s Journey as an Artist, My Writing Life Survey, My Best Story, Vivid Verbs, Timing is Everything, and Mentor Text Conventions Extra time completing tasks, checklists and other tasks in this writing unit.

- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the How Writer’s Work unit of study.

- Provide samples and model each step of the writing process as needed.
- Oral response options to be provided for assignments calling for students to produce written responses connected to How Writer's Work.
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the How Writer's Work unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.
- Access to word/picture banks to reference in tasks that require writing.
- Provide wait time to allow students to process orally presented information and questions relating to the How Writer's Work unit.

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Students illustrate the place or person in their heart, then write in the picture adding in the details. Then create a list of words (emotions, adjectives, etc.) that they associate with this person or place.
- Create a list of verbs and continue to add to it throughout the grade 2 How Writer's Work unit.
- Type final piece using Word or Google Docs/Classroom using digital tools to locate pictures.
- Create a poster of Eileen Spinelli.
- Students come up with ways to celebrate writing and present it to teachers and peers.
- Students make plans for new entries they may want to try.
- Higher level texts that address the same enduring understanding of the How Writer's Work unit.

**Examples of Strategies and Practices that Support English Language Learners:**

- Reread the story to students, list the events from the book, and use the Appendix "Events and Feelings from *Author: A True Story*" to talk about the author's feelings.
- When students are writing letters to their parents during independent writing time they write in their native language if they can.
- Show students how the author uses verbs to describe the action (e.g., soaring, dipping, grasping) and "act them out" to show subtle differences among the words.
- Students can draw pictures of their memories, with lots of details, and then put in writing what details they've included in their pictures, or explain their memories orally.
- Word Wall, Primary and/or Picture Dictionary. Accept illustrations with descriptive words in Native language.
- Lesson on similes with your students. You might use color or feeling words to show how to make a simple comparison: \_\_\_ is as yellow as the sun; \_\_\_ is as green as the grass; \_\_\_ is quiet like a mouse; \_\_\_ is happy as a puppy. It is helpful to provide illustrations to help make the comparisons.
- **Native Language Supports** (peer, online assistive technology, translation device,

## Writing Grade 2

### Unit 2

**Unit Title:** Gail Gibbons - Nonfiction

**Unit Summary:** Help students discover the world around them to find opportunities to explore, question, ponder, and investigate. Gail Gibbons shows us that writing to think, question, and learn is why we should write everyday.

**Primary Interdisciplinary Connections:**

- Students can sit in a comfortable place at home or outside. Students will record *everyday things* they see and are curious about in their Writer's Notebook. W2.6, CRP2
- Students will reread *Planet Earth Inside Out* for key vocabulary. L.2.3, L.2.4
- Science Earth's Systems 2-ESS2
- Math 2.MD.A.1 Students will include measurement in nonfiction writing. Math 2.MD.A.1

**Career Readiness, Life Literacies, and Key Skills:**

**9.2 Career Awareness, Exploration, and Preparation**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP12.** Work productively in teams while using cultural global competence.

## Learning Targets

**NJSLS Standards:**

**WRITING**

**Text types and purposes**

**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.

**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.2.3:** 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.2.5:** 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.

## **Research to Build 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.

## **SPEAKING and LISTENING**

### **Comprehension and Collaboration**

**SL.2.1:** Participate in collaborative conversations 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).

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.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through 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.

### **Presentation of Knowledge and Ideas**

**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:** Use multimedia; 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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

## **LANGUAGE STANDARDS**

### **Conventions**

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

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

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

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

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

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

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.2.2:** Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

c. Use an apostrophe to form contractions and frequently occurring possessives.

- d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
- e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

**Vocabulary Acquisition and Knowledge**

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**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).

**NJSLS Technology Standards:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1** Develop an understanding of ownership of print and nonprint information

**Big Idea:** To help students discover the world around them is full of opportunities to explore, question, ponder, and investigate and communicate this process and outcome in writing.

**Unit Essential Questions:**

- How can I emulate mentor texts by Gail Gibbons to improve my nonfiction writing?

**Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Learning Targets** (copy/paste indicators from NJSLS)

*Students will...*

- 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.

- 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.2.3. 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. 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.

### Evidence of Learning

**Summative Assessment:**

- Standards Based Writing Rubric Text Type: Narrative Grade 2
- How Writers Work Grade 2 Student Informational/Explanatory Checklist
- Student Writing Rubric: Grade 2
- Reflecting Through our Work

**Formative Assessments:**

- Where Are My Students in the Writing Process?
- Conference Questions from unit lessons
- What Can We Learn by Observing?
- The “How” in the Everyday
- Strong Questions vs. Weak Questions

### Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>● Monthly paragraph on various topics included in the unit.</li> <li>● Grammar includes: verbs, singular/plural verbs, past/present/future verbs, am, is, are, was, were, adjectives and our senses, adjectives for number, size and shape, comparative and superlative adjectives, adverbs that tell when, where, and how</li> </ul>	Dec.- March

<p><b>Immersion</b></p> <p>IRA Lesson 1 (Introduction to Gail Gibbons, Grade 2)</p> <p>IRA Lesson 2 (Recycle!)</p> <p>IRA Lesson 3 (Sun Up, Sun Down)</p> <p>IRA Lesson 4 (How a House is Built)</p> <p>IRA Lesson 5 (Nature's Green Umbrella)</p> <p>-Students choose one topic to research. (1 day)</p> <p>-Using Pebble Go, students spend one day per subtopic gathering research. (4-6 days)</p> <p>-Students write informational book (one page per subtopic) using information gathered (5-7 days)</p> <p>-Edit/Revise (1-3 Days)</p> <p>-Table of Contents, About the Author (1-2 days)</p> <p>-Publishing – cover art (1 day)</p> <p>-Catch Up Time for students who were absent or need more time (1-2 days)</p> <p>-Writing Celebration – students writing in small groups or partners. Teacher reviews peer feedback guidelines and circulates to ensure feedback is positive and useful.</p>	
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<ul style="list-style-type: none"> <li>● Mentor texts</li> <li>● Writer’s Notebook/Folder</li> <li>● Paragraph-A-Month packets</li> <li>● Grammar activities from various sources (Reading Street, TPT, or teacher created)</li> <li>● Tools (add/delete as appropriate): <ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Seesaw</li> <li>-Pebble Go</li> <li>-BrainPOP</li> <li>-Freckle</li> <li>-Raz Kids</li> <li>-Scholastic Magazines</li> </ul> </li> </ul>	<p>*Research topics are chosen by the teacher. Potential topics:</p> <ul style="list-style-type: none"> <li>-animal</li> <li>-sport</li> <li>-book</li> <li>-movie</li> </ul>

(See this [list](#) for more ideas from the NJDOE)  
(See this [list](#) for Kenilworth Tools and Platforms)

## Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

### Examples of Strategies and Practices that Support Students with Disabilities:

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental support.
- Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade Gail Gibbons unit.
- **Supply students with Anchor Charts:**  
*Is It a Primary Source or a Secondary Source, Asking Questions About What Excites Me, Questions to Help Select a Topic, Drafting Extras, Thinking About our Writing Voice, and Revision* Suggestion: Tape or staple charts into student notebooks or folder for easy reference.
- **Partially complete Gail Gibbons Graphic Organizers such as.**  
*What I Know and What I Need to Find Out, Collecting Like Gail Gibbons Web Outline for Bats, Organizing my Writing, All- About or List Structure, Narrative or How-To Structure, Interesting Introductions and Possible Introductions*
- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Gail Gibbons unit of study.
- Provide samples and model each step of the writing process as needed.
- Use sticky notes to annotate.
- :) = a fact that answered one of my questions  
(from the "What Do I Need to Find Out?" column on their copies of "What I Know and What I Need to Find Out")
- ! = WOW Fact
- Read aloud various sentences that include the use of different forms of end mark punctuation from Gibbons's books. Have students write the kind of punctuation mark they think she used on a small whiteboard or on a sheet of paper. Students can flip the board and show their answer while explaining their thinking.
- Oral response options to be provided for assignments calling for students to produce written responses connected to Gail Gibbons.
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the Gail Gibbons unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.
- Access to word/picture banks to reference in tasks that require writing.
- Provide wait time to allow students to process orally presented information and questions relating Gail Gibbons
- Use different colors to edit for each item that you are editing for to make the editing work stand out. As students edit, have them switch drafts with more than one other student. Rotate drafts around to each student in the small group. Each student should get a different colored pencil to use in order to note suggestions on sticky notes and on the checklist.



### **Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Research Gail Gibbons on how she writes and illustrates the things she has learned.
- Write and send letters to Gail Gibbons.
- Provide Level P and Higher level texts that address similar writing to Gail Gibbons (or additional author study).
- Students take part in-peer tutoring to assist students having difficulty.

### **Examples of Strategies and Practices that Support English Language Learners:**

- Before reading *Recycle!*, introduce the topic by showing the recycling symbol. Discuss where students have seen this symbol, what they think it means, etc. Complete a word definition map about recycling. For an example, see the Appendix "Word Map." Word Map (ELL Support)
- After the read-aloud of *Sun Up, Sun Down*, reread a few select pages to have students identify the type of research Gibbons did.
- Distribute copies of the Appendix "Is It a Primary Source or a Secondary Source?" and have students fold it in half vertically to use as an "Every Person Responds (EPR)" sheet. Students should hold the folded paper up so one side is visible to you and one side is visible to the student.
- After reading aloud select pages or facts from the book, pause so students can show if they think a fact was obtained from a primary or a secondary source by pointing to the appropriate box. The visuals will help reinforce the meaning of the terms "primary source" and "secondary source." This type of response will also show you if all students understand the distinction between the two sources.
- After the first reading of *Nature's Green Umbrella*, examine more closely how Gibbons helps readers understand the challenging words in her books.
- Reread portions of the text again for the purpose of noticing when she defines a word in context, puts it in italics, or uses a drawing to assist readers in better comprehending the word. Examples can be charted or noted in the book with sticky notes.
- After students brainstorm some activities with their peers (during the "Engage" portion of the lesson), encourage English language learners to act out or demonstrate what they know.
- Selecting a Non-Fiction topic (ELL Support Form) Include some framed sentences for students to use during this planning portion of their writing. For example:
  - I can *read* \_\_ to get information about my topic.
  - I can *ask* \_\_ to get information about my topic.
  - I can *observe* \_\_ to get information about my topic.
  - I can *look* at \_\_ to get information about my topic.
  -

In order for students to complete the "Interesting Introductions" sheet, engage them in a shared writing experience by sharing the pen with them as a group and developing possible introductions for each student's topic. See the Appendix "Possible Introductions" for a possible

# Writing Grade 2

## Unit 3

**Unit Title:** Personal Narrative

**Unit Summary:** Personal narrative is telling the big and small stories of our lives. Without prompting the first unrefined stories of our youngest writers most often describe experiences from their own lives or family stories about where they came from. They write about what they know, most of what they know at that point comes from what they've experienced. Personal narrative is typically the easiest, most natural form of writing for children because the stories are already complete inside of them, enabling the words to flow more easily onto the paper.

**Primary Interdisciplinary Connections:**

- Students can sit in a comfortable place at home or outside. Students will record *everyday things* they see and are curious about in their Writer's Notebook. W2.6, CRP2
- Students will reread *Planet Earth Inside Out* for key vocabulary. L.2.3, L.2.4
- Science Earth's Systems 2-ESS2
- Math 2.MD.A.1 Students will include measurement in nonfiction writing. Math 2.MD.A.1

**Career Readiness, Life Literacies, and Key Skills:**

**9.2 Career Awareness, Exploration, and Preparation**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP12.** Work productively in teams while using cultural global competence.

### Learning Targets

**NJSLS Standards:**

**WRITING**

**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.2.5:** 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.

**Research to Build 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.

**SPEAKING and LISTENING**

**Comprehension and Collaboration**

**SL.2.1:** Participate in collaborative conversations 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.

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.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through 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.

**Presentation of Knowledge and Ideas**

**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:** Use multimedia; 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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

**LANGUAGE STANDARDS**

**Conventions**

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

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

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

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

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

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

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.2.2:** Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
- e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

**Vocabulary Acquisition and Knowledge**

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**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).

**NJSLS Technology Standards:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1** Develop an understanding of ownership of print and nonprint information

**Big Idea:** Students will discover a variety of stories from cultures across the globe. These tales will pass on many important values and morals and provide excellent examples for students to emulate in creating their own fanciful tales and adding twists to old ones.

**Unit Essential Questions:**

- What is a personal narrative?
- What do personal narrative writers think about and do?

**Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Learning Targets** (copy/paste indicators from NJSLS)

*Students will...*

- 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.
- 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.2.3. 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. 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.

### Evidence of Learning

**Summative Assessment:**

- Standards Based Writing Rubric Text Type: Narrative Grade 2
- How Writers Work Grade 2 Student Informational/Explanatory Checklist
- Student Writing Rubric: Grade 2
- Reflecting Through our Work

**Formative Assessments:**

- Where Are My Students in the Writing Process?
- Conference Questions from unit lessons
- What Can We Learn by Observing?
- The “How” in the Everyday
- Strong Questions vs. Weak Questions

### Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
● Monthly paragraph on various topics included in the unit.	Mar. - May

<ul style="list-style-type: none"> <li>● Grammar includes: pronouns, singular/plural pronouns, using I and me, different kinds of pronouns, contractions, quotation marks, commas</li> </ul> <p><b>Immersion</b>  Day 1 – What is a Personal Narrative?  Day 2 – Structure of a Personal Narrative  Day 3 – Describe it for Me!  Day 4 – Just Picture it!  Day 5 – Let’s Connect!</p> <p><b>Generating Ideas</b>  I – Celebrations and Traditions  II - Family Stories  III – Important Events  IV – Recapturing Memories  V – Sharing From the Heart</p> <p><b>Selecting Ideas</b>  That’s a Great Idea</p> <p><b>Collecting</b>  I – Gathering More Information  II – The Inside Story  III – What’s the Sense?</p> <p><b>Drafting</b>  I – Marking Time  II – The Whole Story  III – Great Revelations</p> <p><b>Revising</b>  I – Say What?  II – The Magic of Voice  III – A Way With Words</p> <p><b>Editing</b>  I – CUPS  II – How Do I Spell?</p> <p><b>Publishing</b>  Author’s Note and Dedication</p> <p>-Writing Celebration – students writing in small groups or partners. Teacher reviews peer feedback guidelines and circulates to ensure feedback is positive and useful.</p>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>● Mentor texts</li> <li>● Writer’s Notebook/Folder</li> </ul>	

- Paragraph-A-Month packets
  - Tools (add/delete as appropriate): Grammar activities from various sources (Reading Street, TPT, or teacher created)
  - - Google Classroom
    - Seesaw
    - Pebble Go
    - BrainPOP
    - Freckle
    - Raz Kids
    - Scholastic Magazines
- (See this [list](#) for more ideas from the NJDOE)  
 (See this [list](#) for Kenilworth Tools and Platforms)

## Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

### **Examples of Strategies and Practices that Support Students with Disabilities:**

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental support.
- Pre-teach Tier 2 and Tier 3 Vocabulary for the second grade Gail Gibbons unit.
- **Supply students with Anchor Charts:**  
 Tape or staple charts into student notebooks or folders for easy reference.
- **Partially complete Personal Narrative Graphic Organizers**
- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Personal Narrative unit of study.
- Provide samples and model each step of the writing process as needed.
- Use sticky notes to annotate.
- Oral response options to be provided for assignments calling for students to produce written responses connected to mentor texts.
- Allow for Student Choice: Students should be permitted to demonstrate understanding of the Personal Narrative unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.
- Access to word/picture banks to reference in tasks that require writing.
- Provide wait time to allow students to process orally presented information and questions relating to mentor texts
- Use different colors to edit for each item that you are editing for to make the editing work stand out. As students edit, have them switch drafts with more than one other student. Rotate drafts around to each student in the small group. Each student should get a

different colored pencil to use in order to note suggestions on sticky notes and on the checklist.

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Provide Level P and Higher level texts that address similar writing to mentor texts (or additional author studies).
- Students take part in-peer tutoring to assist students having difficulty.

**Examples of Strategies and Practices that Support English Language Learners:**

- Reread portions of the text again for the purpose of noticing when the author defines a word in context, puts it in italics, or uses a drawing to assist readers in better comprehending the word. Examples can be charted or noted in the book with sticky notes.
- After students brainstorm some activities with their peers (during the "Engage" portion of the

## Writing Grade 2

### Unit 4

**Unit Title:** Letter Writing

**Unit Summary:** Writing different kinds of letters will allow them to share opinions, an interesting story, or information with friends, family, or members of the community.

**Primary Interdisciplinary Connections:**

- Students can write letters to friends, family, local politicians, and public figures about a variety of topics in the news or issues that are important to themselves.

**Career Readiness, Life Literacies, and Key Skills:**

**9.2 Career Awareness, Exploration, and Preparation**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP12.** Work productively in teams while using cultural global competence.

## Learning Targets

**NJSLS Standards:**

**WRITING**

**Text types and purposes**

**Production and Distribution of Writing**

**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.

**Research to Build 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.

**SPEAKING and LISTENING**

**Comprehension and Collaboration**

**SL.2.1:** Participate in collaborative conversations 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.

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.2.2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through 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.

**Presentation of Knowledge and Ideas**

**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:** Use multimedia; 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. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

**LANGUAGE STANDARDS**

**Conventions**

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

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

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

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

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

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

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.2.2:** Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).
- e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

**Vocabulary Acquisition and Knowledge**

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**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).

**NJSLS Technology Standards:**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.D.1** Develop an understanding of ownership of print and nonprint information

**Big Idea:** Writing different kinds of letters will allow them to share opinions, an interesting story, or information with friends, family, or members of the community.

**Unit Essential Questions:**

- How do I write a letter?
- What does the structure of a letter look like?
- To whom can I write letters?

**Unit Enduring Understandings:**

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

**Unit Learning Targets** (copy/paste indicators from NJSLS)

*Students will...*

- 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.
- 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.
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- 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. 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.

### Evidence of Learning

#### Summative Assessment:

- Letters written to family, friends, public figures etc

#### Formative Assessments:

- Where are My Students in the Writing Process?
- Student Writing Rubric Second Grade: Opinion
- Standards-Based Writing Rubric Text Type: Opinion Grade 2
- Letter Writing Grade 2 Performance Checklist

### Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>● Monthly paragraph on various topics included in unit.</li> <li>● Immersion Day 1 – Let’s Talk About Letters and the Power of Persuasion</li> <li>● Immersion Day 2 – Informal Letters and the Power of Personification</li> <li>● Immersion Day 3 – Letters – Intention and Voice Matter</li> <li>● Immersion Day 4 – Epistolary Writing – Letters that Tell a Story</li> </ul>	<ul style="list-style-type: none"> <li>● Do Immersion Lessons between How Writer’s Write and Gail Gibbons.</li> <li>● Generating Ideas I – beginning Dec – body can talk about upcoming holiday celebrations.</li> <li>● Generating Ideas II – January – give two author</li> </ul>

<ul style="list-style-type: none"> <li>● Immersion Day 5 – Purposes and Features of Letters – friendly letter lesson and anchor chart</li> <li>● Generating Ideas I – Write to a School Friend</li> <li>● Generating Ideas II – Write to an Author</li> <li>● Generating Ideas III – Questions in Correspondence</li> <li>● Generating Ideas IV – Write Your Reasons</li> <li>● Collecting I-Publishing II lessons can be done at teacher’s leisure throughout the rest of the year. Those lessons focus on writing 1 letter. Students have already completed at least 4 letters in above lessons.</li> </ul>	<p>choices for students to write to.</p> <ul style="list-style-type: none"> <li>● Generating Ideas III – February - do a class letter to admin or another teacher – ask recipient to respond. Then each student can write letter in return.</li> <li>● Generating Ideas IV – March – write letter about their nonfiction report “I think ___ is the best/worst___ because.....</li> </ul>
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<i>Teacher Resources</i>	<i>Teacher Note</i>
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<ul style="list-style-type: none"> <li>● Mentor texts</li> <li>● Writer’s Notebook/Folder</li> <li>● Paragraph-A-Month packets</li> <li>● Tools (add/delete as appropriate): <ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Seesaw</li> <li>-Pebble Go</li> <li>-BrainPOP</li> <li>-Freckle</li> <li>-Raz Kids</li> <li>-Scholastic Magazines</li> </ul> </li> </ul> <p>(See this <a href="#">list</a> for more ideas from the NJDOE)  (See this <a href="#">list</a> for Kenilworth Tools and Platforms)</p>	
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**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.
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- **Supply students with Anchor Charts:**  
Tape or staple charts into student notebooks or folder for easy reference.

- **Partially complete Personal Narrative Graphic Organizers**

- Extra time completing tasks, checklists and other tasks in this writing unit.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the Personal Narrative unit of study.
- Provide samples and model each step of the writing process as needed.
- Use sticky notes to annotate.
- Oral response options to be provided for assignments calling for students to produce written responses connected to mentor texts.
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- Students take part in-peer tutoring to assist students having difficulty.

**Examples of Strategies and Practices that Support English Language Learners:**

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