Unit 1 Narrative: Small Moments

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 1**
Length: **8 Weeks**
Status: **Published**

Unit Overview

This unit is designed as an introduction to second grade writing workshop. Students will learn procedures for participating in their new classroom community, for writing independently, and for working with partners. Students will become familiar with the routines and expectations of the workshop model as well as engage in writing to build stamina and independence. Students will demonstrate their writing stamina and proficiency through their narrative writing. Students will enhance their understanding of small moment stories by brainstorming topic choices, planning/rehearsing their stories, sketching, and writing with emphasis on editing and revising. The goal of this unit is to raise the level and quality of student narrative writing. Students will learn to monitor their growth through checklists. This will set the foundation and begin building the bridge between second and third grade writing expectations. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.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.
LA.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.
LA.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.
LA.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.
LA.SL.2.1.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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.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.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.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).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.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).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.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).

Essential Questions

- What is Writer's Workshop?
- What are habits that good writers use when writing personal narratives?
- What are the routines, procedures, and expectations of writing workshop and working with our partnerships?
- How do writers rehearse and draft lots of stories under the influence mentor authors?
- How do writers take the strategies of one mentor author and try their craft in their own writing?
- What are some powerful revision techniques writers use to revise?

Application of Knowledge: Students will know that...

- • writers need to revise and edit their written pieces for example by checking their capitalization, punctuation, and spelling.
- • writers use notebooks to log their ideas.
- writers have many ways to develop and revise stories they create.
- • writers draw upon personal experiences to write personal narratives.
- • writers have routines and procedures to follow in a workshop setting.
- • writing partners support each others' efforts during the writing process.
- writers learn craft moves from a mentor text, for example using dialogue to bring characters to life.

Application of Skills: Students will be able to...

- demonstrate the conventions of standard English capitalization, punctuation, and spelling when writing
- write narratives in which they include details to describe actions
- write narratives in which they include details to describe feelings
- write narratives in which they include details to describe thoughts
- write narratives in which they provide a sense of closure
- write narratives in which they recount a well-elaborated event
- write narratives in which they recount short sequence of events
- write narratives in which they use temporal words to signal event order

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from Units of Study, Narrative Writing, Grade 2 (Calkins et al., 2013) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

****Mentor Texts, such as the ones listed in "Resources", will be shared in whole or in part throughout the unit. This share time may at times be outside of the Workshop but then referred to during Workshop. Excerpts can be reproduced for close inspection or projected with the use of a document camera.*

Teaching Points:

- teach students that one way they can learn to write meaningful stories is to study the craft of mentor authors
- teach students that writers capture everyday moments and save them as possible story ideas to write later
- teach students what it looks and sounds like when writers tell a whole story of a tiny moment
- teach students that writers zoom in on a small moment in their stories with detail
- teach students to craft a powerful ending
- teach students that writers reread their writing and check to see if it makes sense
- teach students writers use punctuation and spelling conventions to enhance their writing

- teach students that writers set goals to help them write more
- teach students that writers revise with the intent to make writing clear
- teach students that punctuation conventions like using commas in a list can make a piece more concise
- teach students to use books as resources that teach craft moves
- teach students that writers make their writing more powerful by trying out crafts learned from mentor authors
- teach students that writers use mentor authors to learn about precise and beautiful language
- teach students that writers can learn any time from mentor authors
- teach students to try new things in their writings
- teach students that partners can offer meaningful feedback
- teach students that writers can learn from any mentor author
- teach students that writers try new things to see if they work in their writing
- teach students that writers help each other to change/develop writing
- teach students that writers check their spelling, punctuation and word choice
- teach students that writers celebrate the end of their published writing

Activities to Support Teaching Points

- create anchor charts
- study pages from exemplar writer's notebooks
- provide and present mentor texts as models
- provide checklists to assess on-going writing goals
- use writer's notebook for daily writing
- creating mental movies and acting out a story in order to make writing come alive
- use figurative language and sparkle words to improve descriptions of character and setting
- use dialogue to make character's come to life
- set mini-writing goals as you move through the writing process
- tap, sketch, or jot across the pages as a way of planning stories
- explore a variety of leads and endings
- write long and strong to build stamina
- teach children to read like writers using mentor texts
- teach paragraphing to separate groups of ideas and sentences to separate ideas
- celebrate the conclusion of a writing unit
- use technology to research information about a specific topic
- make an on-going class book as a model of the writing process

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins's Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Additionally, student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment

enables students to take more initiative and become self-directed.

Also, whenever possible, teacher assessment should take place in the context of a conference, or at least be followed up by a conference. This reinforces expectations, advice, assistance, and ultimately, growth.

Diagnostic Assessments

On-demand narrative (E.g. "Please write, the best personal narrative, the best true story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you: Write a beginning for your story, use transition words to tell what happened in order, elaborate to help readers picture your story, show what your story is really about, and write an ending for your story." - Taken from the *Writing Pathways: Performance Assessments and Learning Progressions, K-2*)

Formative Assessments (Informal)

Daily observation of students' participation and products during the active participation segment of each mini-lesson.

Students' questions, comments, suggestions to teacher

Comments, corrections, and records from peer conferences between students

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published narratives

On-demand narrative (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what

areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex writing techniques in each writing piece based on the 4th grade Writing Learning Progressions:

- writer uses the beginning of the narrative to show what is happening
- writer uses paragraphs to separate parts of the story
- writer uses action, dialogue or feeling to bring my story to a close
- writer includes sensory details to bring a story to life

- writer use commas in long sentences

Integrated/Cross-Disciplinary Instruction

Reading Workshop

- apply language and ideas from read alouds and independent reading
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Science, Engineering, and Math

- write journal entries related to scientific observation in animal unit
- use a notebook to log activities
- write narratives that include a math problem being solved
- write math problems tied to personal experiences

Study Skills

- use graphic organizers to plan writing
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools during revision and editing process

The Arts

- turn narratives from Social Studies/Health into posters
- add illustrations to further convey meaning

Houghton Mifflin Social Studies Neighborhoods

Unit 1 People and Places

- Group Activity TMp.27
- Neighborhood Activity TMp.37
- Unit Activity TMp.61
- *w*rite personal narratives about life in Green Brook
- write narratives involving following rules

- write journal entries about in and around the US
- write narratives about being good citizens

Macmillan/McGraw-Hill Health and Wellness

Chapter 1 Feelings

- Center Activity:Acting Out Wise Decisions
- Character Match TMp.9
- Write About It TMp.11
- I Am Special TMp. 17

Chapter 2 Getting Along

- My Family Tree TMp.27
- Write About It TMp.29
- Write About It TMp.31
- Friend List TMp.35
- write letter to family

Suggested Mentor Texts and Other Resources

Resources

Crafting True Stories by Lucy Calkins and Marjorie Martinelli

Launching the Writing Workshop, Grades K-2; Lucy Calkins and Marjorie Martinelli

A Guide to the Common Core Writing Workshop, Intermediate Grades; Lucy Calkins

Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions; Lucy Calkins

If...Then... Curriculum, Grade 2 (Assessment-Based Instruction) by Lucy Calkins, Julia Mooney and Colleagues From the TCRWP

Resources for Teaching Writing (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Creating Classrooms for Authors; Jerome C Harste, Kathy G Short with Carolyn Burke

Guiding Readers and Writers, Grades K-2; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

Suggested Mentor Texts

Owl Moon by Jane Yolen

The Leaving Morning by Angela Johnson

What do you do with an idea? by Kobi Yamada

Ralph writes a story by Abby Hanlon

Rocket writes a story by Tad Hills

The Relatives Came by Cynthia Rylant

Our Tree Named Steve by Alan Zweibel

Kitchen Dance by Maurie J. Manning

Looking Down by Steve Jenkins

Roller Coaster by Maria Frazee

Night of the Veggie Monster by George McClements

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.