GR 2 Schoolwide Unit 2 (Personal Narrative)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **Nov. - Jan.**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Personal Narrative

Essential Question: How do personal narratives bring people together?

Standards

Language

ELA.L.WF.2.1.A	Write legibly and with sufficient fluency to support composition.
ELA.L.WF.2.2.A.v	Contractions (we'll; I'm; they've; don't).
ELA.L.WF.2.2.A.vii	Plurals and possessives (its, it's).
ELA.L.WF.2.3.A	With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
ELA.L.WF.2.3.B	Capitalize holidays, product names and geographic names.
ELA.L.WF.2.3.C	Supply adjectives in noun phrases to make them more precise or engaging.
ELA.L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
ELA.L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
ELA.L.KL.2.1.B	Compare formal and informal uses of English.
ELA.L.VL.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA.L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
ELA.L.VI.2.3.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Writing

ELA.W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.
ELA.W.NW.2.3.A	Orient the reader by establishing a situation and introducing characters; organize an event

	sequence.
ELA.W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
ELA.W.NW.2.3.C	Use transitional words to manage the sequence of events.
ELA.W.NW.2.3.D	Use concrete words and phrases and sensory details to convey experience and events.
ELA.W.NW.2.3.E	Provide a conclusion or sense of closure related to the narrated experiences or events.
ELA.W.WP.2.4.A	Identify audience and purpose before writing.
ELA.W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
ELA.W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking & Listening

ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.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).
ELA.SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
ELA.SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
ELA.SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.SL.ES.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.
ELA.SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELA.SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Materials/Activities/Resources
Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)
- Google Docs/Slides

Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher

- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies:

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Curiosity, Noticing, Belonging, Growth Mindset

Career Readiness, Life Literacies, & Key Skills

Financial Literacy (9.1):

- By the end of Grade 2

    o 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

    o 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2

    o 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2

    o 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

    o 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

    o 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

    o 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures