Elementary Writing Grade 2 Trimester 1

Content Area: **ELA**
Course(s): **ELA Grade 3**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.AW.2.1.A	Introduce an opinion.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.AW.2.1.C	Provide a conclusion.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.2.2.A	Introduce a topic clearly.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2.C	Provide a conclusion.
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.
W.NW.2.3.A	Orient the reader by establishing a situation and introducing characters; organize an event sequence.
W.NW.2.3.B	Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
W.NW.2.3.C	Use transitional words to manage the sequence of events.
W.NW.2.3.D	Use concrete words and phrases and sensory details to convey experience and events.
W.NW.2.3.E	Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
W.WP.2.4.A	Identify audience and purpose before writing.
W.WP.2.4.B	Participate in self-evaluation of written work.
W.WP.2.4.C	With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
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.

Rationale and Transfer Goals

Writing Narratives:

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3.A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

Rationale: Establishing a situation and introducing characters helps students create a clear starting point for their narrative, which is essential for guiding the reader into the story. Organizing the sequence of events ensures that the narrative is coherent and follows a logical progression. This skill is fundamental for developing effective storytelling and helps students structure their ideas clearly, making their writing more engaging and comprehensible.

Transfer Goals: Develop coherent and engaging narratives in any writing task by clearly setting up the context, introducing key elements, and organizing events logically. This helps students create structured and compelling stories across different writing situations, whether for personal reflection, school assignments, or other creative projects.

W.NW.2.3.C. Use transitional words to manage the sequence of events.

Rationale: Transitional words help students manage the flow of their narrative, making it easier for readers to follow the sequence of events. These words and phrases (like "then," "next," "finally") provide clear markers for the progression of the story, which improves readability and helps maintain a smooth narrative flow. This skill supports students in creating well-organized and cohesive stories.

Transfer Goals: Enhance narrative flow and clarity in writing by using transitional words effectively. This skill is applicable in various contexts where organizing information or telling a story is needed, such as reports, essays, or presentations, ensuring that ideas are connected smoothly and logically.

W.NW.2.3.D. Use concrete words and phrases and sensory details to convey experience and events.

Rationale: Using concrete words and sensory details makes narratives more vivid and engaging by helping readers visualize and experience the events described. This technique enriches the storytelling by adding depth and realism, making the narrative more relatable and immersive. This skill is crucial for developing descriptive writing and enhancing the reader's experience.

Transfer Goals: Create vivid and immersive descriptions in any writing task by using specific language and sensory details. This goal helps students engage their audience more effectively in different writing contexts, including creative writing, descriptions in reports, or even in social media posts.

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

Rationale: A conclusion or sense of closure wraps up the narrative and provides a resolution to the events described. This helps students practice bringing their stories to a satisfying end, reinforcing the overall structure and coherence of their writing. A well-crafted conclusion helps to reinforce the main ideas of the narrative and leaves a lasting impression on the reader.

Transfer Goals: Conclude written work effectively by wrapping up narratives with a clear resolution or reflection. This skill is valuable for ensuring that any written or verbal communication is complete and leaves

a strong, satisfying impression, which is crucial for essays, stories, or presentations.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as

W.WP.2.4.A. Identify audience and purpose before writing.

Rationale: Identifying the audience and purpose of a writing task helps students tailor their content and style to suit the needs and expectations of their readers. Understanding who they are writing for and why helps in producing relevant and effective writing. This skill encourages students to think critically about their writing choices and enhances their ability to communicate clearly and appropriately.

Transfer Goals: Tailor writing to different audiences and purposes effectively by understanding and addressing the needs of readers or listeners. This helps students create relevant and engaging content in various contexts, such as academic assignments, letters, or speeches.

W.WP.2.4.B. Participate in self-evaluation of written work.

Rationale: Self-evaluation encourages students to reflect on their own writing, identify strengths and areas for improvement, and make necessary revisions. This practice fosters independence and critical thinking, helping students develop the ability to assess and improve their own work. Self-evaluation is a key component of the writing process and supports continuous improvement.

Transfer Goals: Refine writing through self-assessment by reflecting on and improving one's own work. This skill supports continuous improvement and adaptability in writing, valuable for academic tasks, creative projects, or any scenario requiring written communication.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Rationale: Using feedback and tools to find and correct errors helps students improve the accuracy and quality of their writing. Learning to use dictionaries and other resources effectively supports their ability to produce error-free work. This practice also teaches students to value and incorporate feedback, which is essential for developing strong writing skills.

Transfer Goals: Enhance writing accuracy and quality by using feedback and tools to identify and correct errors. This ensures that students produce polished and error-free writing across various contexts, including school assignments and personal projects.

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

Rationale: Legible handwriting and fluency in writing support effective communication and ensure that students' work is easily readable by others. This skill is foundational for producing clear and professional-looking written work, and it helps students focus on content rather than struggling with the mechanics of writing.

Transfer Goals: Produce clear and readable writing by maintaining legibility and fluency. This is important for effective communication in all written tasks, ensuring that work is easily understood by others.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

Rationale: Separating run-on sentences and identifying sentence fragments helps students understand basic sentence structure and grammar. This skill is essential for writing clear and grammatically correct sentences, which improves the overall quality and coherence of their writing.

Transfer Goals: Improve grammatical accuracy in writing by correcting run-on sentences and fragments. This skill enhances overall writing clarity and coherence in various contexts, from essays and reports to creative writing

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

Rationale: Correct capitalization of specific terms (like holidays, product names, and geographic names) is a basic writing convention that ensures proper and consistent use of capital letters. This skill enhances students' ability to follow standard writing conventions and contributes to the clarity and professionalism of their written work.

Transfer Goals: Follow standard capitalization rules to ensure proper and consistent use of capital letters. This helps in producing professional and polished writing across different types of documents and communication forms.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Rationale: Telling a story or recounting an experience with appropriate details helps students practice oral communication skills, including the use of descriptive language and coherent sentence structure. Speaking audibly and clearly supports effective verbal communication, which is important for engaging listeners and conveying ideas effectively.

Transfer Goals: Communicate effectively in oral presentations by recounting experiences with clarity and detail. This skill is essential for engaging audiences in verbal contexts, such as presentations, storytelling, or discussions.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

Rationale: Engaging in both collaborative and independent writing tasks helps students develop a range of writing skills, including the ability to work with others and manage different types of writing projects. Regular practice with both extended and shorter time frames builds flexibility and competence in writing, preparing students for diverse writing demands in academic and real-world contexts.

Transfer Goals: Balance and adapt writing efforts between collaborative and independent tasks, and manage various time constraints effectively. This versatility supports students in handling diverse writing assignments, from group projects to individual essays, in both academic and real-world settings.

SL.UM.2.5 - Students meet SL.UM.2.5 by adding drawings and thought bubbles to their narrative writing. These visual supports help clarify characters' actions, thoughts, feelings, and events, enhancing communication and understanding of the story.

Enduring Understandings

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

Enduring Understanding: Understanding that narratives need a well-defined beginning, clear characters, and an organized sequence of events helps students create stories that are engaging and comprehensible. This principle is crucial for all types of storytelling and written communication.

W.NW.2.3C. Use transitional words to manage the sequence of events.

Enduring Understanding: Knowing how to use transitional words effectively ensures that narratives flow smoothly and that readers can easily follow the progression of events. This understanding is fundamental for writing in a variety of contexts where clarity and organization are needed.

W.NW.2.3D. Use concrete words and phrases and sensory details to convey experience and events.

Enduring Understanding: Using concrete and sensory details makes narratives more vivid and engaging, helping readers visualize and connect with the story. This principle applies to any form of descriptive writing or communication.

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

Enduring Understanding: Understanding that a narrative needs a clear ending to wrap up the story provides a sense of closure and fulfillment for the reader. This is important for effective communication and storytelling across various formats.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

Enduring Understanding: Recognizing the importance of tailoring writing to the audience and purpose helps students produce relevant and impactful content. This understanding is applicable in all writing tasks and communication efforts.

W.WP.2.4.B. Participate in self-evaluation of written work.

Enduring Understanding: Being able to evaluate and critique one's own writing leads to continuous

improvement and development of writing skills. This principle supports growth in any writing or creative endeavor.

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Enduring Understanding: Understanding the value of using feedback and resources to correct errors enhances the quality and accuracy of written work. This concept applies to all forms of writing and editing.

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

Enduring Understanding: Writing clearly and fluently ensures that communication is understandable and accessible. This skill is essential for producing work that others can read and engage with easily.

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

Enduring Understanding: Recognizing and correcting sentence fragments and run-ons helps students produce grammatically correct and clear writing. This understanding is crucial for effective communication and writing

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

Enduring Understanding: Knowing when and how to capitalize specific terms contributes to the accuracy and professionalism of written work. This principle applies to all writing tasks requiring proper noun usage.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

Essential Questions

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

W.NW.2.3A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

- Essential Question: How do you create a clear and engaging beginning for your story, and why is it important to organize events in a logical order?

W.NW.2.3C. Use transitional words to manage the sequence of events.

- Essential Question: How do transitional words help your reader follow the sequence of events in your story?

W.NW.2.3D. Use concrete words and phrases and sensory details to convey experience and events.

- Essential Question: Why is it important to use specific and sensory details in your writing, and how do they make your story more vivid and engaging?

W.NW.2.3.E. Provide a conclusion or sense of closure related to the narrated experiences or events.

- Essential Question: How can a strong conclusion enhance your story, and why is it important to provide a sense of closure?

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

W.WP.2.4.A. Identify audience and purpose before writing.

- Essential Question: Why is it important to understand who will read your writing and why you are writing it? How does this influence the way you write?

W.WP.2.4.B. Participate in self-evaluation of written work.

- Essential Question: How can reviewing and reflecting on your own writing help you improve it?

W.WP.2.4.C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

- Essential Question: How does using feedback and tools like a dictionary help you make your writing better?

L.WF.2.1. Demonstrate command of the conventions of writing.

L.WF.2.1.A. Write legibly and with sufficient fluency to support composition.

- Essential Question: Why is it important for your writing to be clear and easy to read, and how does fluency help you express your ideas?

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

L.WF.2.3.A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

- Essential Question: How does recognizing and correcting run-on sentences and sentence fragments improve the clarity of your writing?

B. Capitalize holidays, product names, and geographic names

L.WF.2.3.B. Capitalize holidays, product names and geographic names.

- Essential Question: Why do specific words need to be capitalized, and how does this make your writing more correct and professional?

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames

Content & Activities

Writing Grade 2- Trimester 1

Assessments

https://drive.google.com/drive/folders/1j1BZyoeBupE8QSPirtlnffEwiW_0Tbc_

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	I
W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.	• Ability to recognize and identify basic story elements such as setting, characters, and events. • Ability to put events in a logical order and understand the concept of beginning, middle, and end. • Ability to write complete sentences and paragraphs.	S
W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	• Basic knowledge of why different types of writing are used (e.g., writing a letter vs. a story). • Ability to think about what you want to write before starting (pre-writing activities).	I
L.WF.2.1. Demonstrate command of the conventions of writing.	• Ability to write legibly with appropriate spacing and letter formation. • Basic ability to write smoothly and at an appropriate	I

	pace.	
L.WF.2.3.a. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.	• Basic understanding of what constitutes a complete sentence (subject and predicate). • Ability to recognize and correct simple sentence structure errors.	S
W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.	• Experience in both individual and group writing activities. • Ability to manage writing tasks within different time frames, both short and extended.	S

Career Awareness, Exploration, Preparation, and Training

For 2nd grade students, career awareness activities should be engaging and developmentally appropriate, focusing on introducing them to the concept of careers and helping them understand the world of work in a simple, relatable manner. New Jersey's learning standards for career awareness at this level aim to build a foundation for future career exploration. Here are some activities aligned with these standards:

Career Awareness Activities

1. **Career Day Presentations:**
    - **Activity:** Invite guest speakers from various professions to share what they do and how they contribute to their community.
    - **Objective:** Expose students to different careers and understand the variety of jobs people have.
2. **Community Helpers Project:**
    - **Activity:** Create a project where students research and present on different community helpers, such as firefighters, doctors, and teachers.
    - **Objective:** Help students identify roles and responsibilities of different professions within their community.
3. **Career Collage:**
    - **Activity:** Have students cut out pictures from magazines or use printouts to create a collage of different jobs and careers.
    - **Objective:** Visualize and discuss various careers and how they relate to their interests and community

Career Exploration Activities

1. **“What Do You Want to Be?” Discussion:**
    - **Activity:** Facilitate a class discussion about what students want to be when they grow up and

why.
- **Objective:** Explore students' interests and aspirations, and connect them to different careers

Career Preparation Activities

1. **Skills Inventory:**
    - **Activity:** Have students list things they enjoy doing and skills they have (e.g., drawing, building with blocks).
    - **Objective:** Help students recognize their own skills and interests, and connect them to potential career paths.
2. **“Day in the Life” Journals:**
    - **Activity:** Create journals where students draw or write about what they imagine a day in their chosen career might look like.
    - **Objective:** Encourage students to think about the day-to-day responsibilities of different jobs.

Life Literacies & Key Skills

Interdisciplinary Connections