

GRADE 2– Module 4: Once Upon a Time

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

This imaginative story writing module invites students to explore their creativity while learning how to construct engaging narratives and apply important grammar concepts. The unit begins with the introduction and reading of a focal text, followed by vocabulary development to support storytelling. Students then move into prewriting, where they brainstorm ideas and choose a topic for their story. During drafting, they learn the essential elements of narrative writing, such as character, setting, and plot. Revising lessons focus on improving sentence length and clarity, supported by peer conferencing and feedback to strengthen their drafts.

Throughout the module, grammar instruction is woven into each stage of the writing process to reinforce strong sentence construction and verb usage. Students practice using present-tense verbs, including those that require –s or –es endings, and learn to shift between past, present, and future tenses as needed. They review and apply knowledge of compound subjects and predicates, proper nouns, and possessive nouns. As students revise and edit, they work on forming and combining compound sentences using conjunctions and ensure proper capitalization and punctuation. The module concludes with peer proofreading, publishing a polished final copy, and sharing their imaginative stories with others—building both writing confidence and foundational grammar skills.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

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

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

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

L.VL.2.2. 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.

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

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Writing: Imaginative Story Grammar: Present-Tense Verbs	L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story	Obj. We are learning to: <ul style="list-style-type: none"> Brainstorm words and phrases about a topic. Use background knowledge to prepare to read. Discuss what makes a good story. Add -s to present-tense verbs Discuss genre features of narrative text. Make predictions. Identify present-tense verbs with -es and write about how stories are made. Describe plot elements in sequential order. Read narrative text with purpose and 	<u>Writing Focal Text</u> <ul style="list-style-type: none"> Aunt Isabel Tells a Good One <u>Materials</u> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft™™ Essential Session Display and Engage: Imaginative Story Anchor Charts Focal Text: Aunt Isabel Tells a Good One myBook, Book 2: Classroom Materials: notebook

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	<p>elements.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>L.VL.2.2. 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.</p>	<p>understanding.</p> <ul style="list-style-type: none"> Analyze a narrative text for author's craft. Add –s or –es to verbs for subject-verb agreement. Read and understand domain-specific language. Recount a story using descriptive words and vocabulary. Review compound subjects and predicates Understand features of narrative writing. Set goals for writing. Use prewriting strategies to plan writing. Join short sentences that have the same subject. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Grammar: Daily Writes Writing Prompt: Daily Focus Prompt/ Engage and Write Teacher Observation/Conferences 	
<p>Week 2</p> <p>Writing: Imaginative Story</p> <p>Grammar: Past-, Present-, and Future-Tense Verbs</p>	<p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify the main topic for an imaginative text. Use multiple prewriting strategies to plan writing. Form past-tense verbs by adding –ed Use features of narrative text in writing. Draft lead for narrative text. Form verbs in future tense Use features of narrative text in writing. Draft a multiple-paragraph narrative text. Identify verbs in the present, past, and future tenses. Revise drafts for sentence length. Review how to identify and write the days of the week, months, and holidays. Demonstrate speaking skills by sharing an imaginative text. Use active listening skills to hear stories. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> Aunt Isabel Tells a Good One <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Focal Text: Aunt Isabel Tells a Good One myBook, Book 2: Display and Engage: Imaginative Story Anchor Charts Know It, Show It, Book 1: Classroom Materials: notebook

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	L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> Identify verbs in the present, past, and future tenses. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Grammar: Daily Writes Writing Prompt: Daily Focus Prompt/ Engage and Write Teacher Observation/Conferences 	
<p>Week 3</p> <p>Writing: Imaginative Story</p> <p>Grammar: Compound Sentences</p>	<p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Edit drafts for mechanics. Recognize compound sentences and identify the coordinating conjunctions and, but, and or. Proofread writing for spelling and standard English conventions. Form compound sentences using the coordinating conjunctions and, but, and or. Write legibly. Edit writing for standard English conventions. Combine sentences using the coordinating conjunctions and, but, and or. Publish writing. Use technology to assist with writing. Review how to form possessives for nouns that name one and more than one Share writing. Hold a collaborative discussion. Use compound sentences to make writing less choppy <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Grammar: Daily Writes Writing Prompt: Daily Focus Prompt/ Engage and Write Teacher Observation/Conferences 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> Aunt Isabel Tells a Good One <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Focal Text: Aunt Isabel Tells a Good One myBook, Book 2: Anchor Charts Display and Engage: Imaginative Story Classroom Materials: notebook

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)