

GRADE 2– Module 7: Everyone has a Story

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 guides students through the process of crafting a creative narrative while reinforcing key grammar and punctuation skills. It begins with students reading and discussing a focal text to understand the genre and build vocabulary. During the first stages of prewriting, students plan their stories and explore how to use commas correctly—in dates, place names, and parts of a letter—as well as review irregular verbs. These grammar skills help students add clarity and accuracy to their writing as they begin to shape their imaginative ideas.

As the unit progresses, students develop character traits, draft the story with narrative elements, and revise to include engaging dialogue. Grammar lessons during this phase focus on using commas in a series of nouns and verbs and reviewing pronouns, which enhance sentence variety and flow. The module concludes with editing for dialogue formatting and peer proofreading. Students also practice descriptive writing using adjectives and articles to describe how things look, feel, sound, taste, and smell. Publishing and sharing their final stories fosters a sense of pride and creativity while reinforcing both writing mechanics and imaginative thinking.

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

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

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Week 1 Writing: Imaginative Story Grammar: Using Commas in Dates and Places	<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,</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Brainstorm words and phrases on a topic. Use background knowledge to prepare to read and write. Discuss reasons why characters are important in a story. Identify and use commas in dates. List adjectives that describe how characters look and act. Discuss how the main character in the Focal Text shapes the story. Discuss genre features of narrative text. Make predictions about a text. Set a purpose for reading. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> How I Became a Pirate <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft™™ Essential Session Anchor Chart W7: Elements of a Narrative Display and Engage: Imaginative Story Focal Text: How I Became a Pirate myBook, Book 3 Classroom Materials: notebook

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	develop and strengthen writing as needed by planning, revising and editing.	<ul style="list-style-type: none"> • Predict using key words such as before, after, next, and then. • Identify and use commas with place names. • Discuss features of narrative fiction using the vocabulary words beginning, middle, and end. • Learn about the important character in a narrative story. • Create mental images to enhance understanding. • Analyze characteristics of narrative text. • Describe a main character. • Identify and use commas in the date, greeting, and closing of a letter • Review how to form and use the present and past tenses of irregular verbs. • Understand features of narrative text. • Set goals for writing. • Use prewriting strategies to plan writing. • Proofread for commas in dates and place names. <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 	
Week 2 Writing: Imaginative Story Grammar: Review	<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>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Review components of narrative text. • Identify main character for imaginative text. • Write descriptions for imaginative text. • Identify and use commas in sentences with a series of nouns. • Use features of narrative text in writing. • Add character traits to a draft. • Add problem and solution to a draft. • Identify and use commas in a series of verbs. • Add details to narrative text. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> ○ How I Became a Pirate <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH Classcraft™™ Essential Session ○ Display and Engage: Imaginative Story ○ Know It, Show It, Book 2: ○ Focal Text: How I Became a Pirate ○ myBook, Book 3:

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<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.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> Identify and use commas with a series of nouns or verbs. Revise drafts for dialogue. Review subject, object, and reflexive pronouns. Demonstrate speaking skills by sharing imaginative text. Use active listening skills to hear stories. Listen attentively. Ask questions using question words to clarify understanding. Identify and use commas in sentences with a series of nouns or verbs. <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 	<ul style="list-style-type: none"> Anchor Chart Classroom Materials: notebook
<p>Week 3</p> <p>Writing: Imaginative Story</p> <p>Grammar: Adjectives and Articles</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.KL.2.1. Use knowledge of language and its conventions</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Punctuate dialogue. Identify adjectives that tell how things look, feel, or sound Organize feedback on story. •Edit story based on feedback. Edit writing for spelling. Identify adjectives that tell how things taste or smell. Write legibly to create final copy. Identify and use the determiners a, an, and the Publish a story. Use technology to assist with writing. Review the use of commas in a series of nouns or verbs. Share writing. Hold a collaborative discussion. Identify and use adjectives that describe how things look, feel, sound, taste, and smell. 	<p><u>Writing Focal Text</u></p> <ul style="list-style-type: none"> How I Became a Pirate <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH Classcraft™™ Essential Session Display and Engage: Imaginative Story Anchor Chart Know It, Show It, Book 2: Focal Text: How I Became a Pirate myBook, Book 3: Classroom Materials: notebook, highlighters

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>when writing, speaking, reading, or listening.</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p>	<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	
--	---	---	--

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

[ELA Enduring Understanding Statements](#)