Into Reading Module 4

Content Area: **Writing**
Course(s): **Writing 2**
Time Period: **December**
Length: **3 Weeks**
Status: **Published**

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

L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

Learning Targets

- Form verbs in future tense
- Review compound subjects and predicates

- Add –s or –es to verbs for subject-verb, agreement.
- Add –s to present-tense verbs
- Analyze a narrative text for author's craft.
- Brainstorm words and phrases about a topic.
- Combine sentences using the coordinating, conjunctions and, but, and or.
- Demonstrate speaking skills by sharing an, imaginative text.
- Describe plot elements in sequential order.
- Discuss genre features of narrative text
- Discuss what makes a good story.
- Draft a multiple-paragraph narrative text.
- Draft lead for narrative text.
- Edit drafts for mechanics
- Edit writing for standard English conventions.
- Form compound sentences using the, coordinating conjunctions and, but, and or.
- Form past-tense verbs by adding –ed
- Hold a collaborative discussion
- Identify present-tense verbs with –es earn and, write about how stories are made.
- Identify the main topic for an imaginative text.
- Identify verbs in the present, past, and future, tenses.
- Identify verbs in the present, past, and future, tenses.
- Join short sentences that have the same subject.
- Make predictions.
- Proofread writing for spelling and standard, English conventions.
- Publish writing.
- Read and understand domain-specific, language.
- Read narrative text with purpose and understanding
- Recognize compound sentences and identify the, coordinating conjunctions and, but, and or.
- Recount a story using descriptive words and, vocabulary
- Review how to form possessives for nouns that, name one and more than one
- Review how to identify and write the days of the, week, months, and holidays.
- Revise drafts for sentence length
- Set goals for writing.
- Share writing
- Understand features of narrative writing.
- Use active listening skills to hear stories.
- Use compound sentences to make writing less, choppy
- Use features of narrative text in writing.
- Use features of narrative text in writing.
- Use multiple prewriting strategies to plan, writing.

- Use prewriting strategies to plan writing
- Use technology to assist with writing.
- Write legibly

Assesssments

- Grammar Daily Writes
- Teacher Observation/Conferences
- Writing Prompt: Daily Focus Prompt/ Engage, and Write

Materials

- Focal Text
- highlighters
- HMH Anchor Charts
- Know It Show It Books
- red pens
- sticky notes
- Whole-Class Presentation:HMH, Classcraft™ Essential Session
- writing paper

Differentiated Instruction

- Lists of Transitional Phrases/Words
- Sentence starters
- Sentences Stems
- Teacher Conferences

Accommodations/Modifications

- Alternate assignments/ enrichment assignments
- Extension activities
- Extra time on assessments
- Highlight key directions
- Lessen Length of writing
- Opportunities for cooperative partner work
- Read directions to student
- Use of a graphic organizer
- Use of word processor