

Crest Memorial School Curriculum and Pacing Guide	
Grade: Second	Subject Area: Writing
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.2.TL.2, 9.4.2.TL.6

21st Century Skills

9.4.2.CT.3, 9.4.2.IML.4

Career Education

9.1.2.CAP.1, 9.2.5.CAP.1

Interdisciplinary Connection

2-LS4-1 Zoos are good/bad for animals(Reading)

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems

	<ul style="list-style-type: none"> ● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Whiteboards) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Grammar tests ● Writing ● Writing Notebook
Benchmark	<ul style="list-style-type: none"> ● MAP Testing (Fall, Winter, Spring) ● F&P Testing (Fall, Winter, Spring) ● Beginning of year writing sample

Alternative	<ul style="list-style-type: none"> ● Penpal letters ● Poetry book ● Persuasive letter ● Persuasive Paragraph
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Unit 1 Learning Goals- The Writing Community

- SWBAT generate writing ideas by drawing, listing ideas, and writing sentences**
- SWBAT write about their lives**
- SWBAT write silly and scary stories**
- SWBAT approximate spelling**
- SWBAT use ending sentence punctuation**
- SWBAT use proper capitalization**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Charts ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Centers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Draw pictures to inspire writing 	<p>W.RW.2.7 SL.PE.2.1 SL.UM.2.5</p>	<ul style="list-style-type: none"> ● Introduce the writing community ● Learn and practice procedures for gathering ● Briefly discuss writing experiences ● Write a shared story from a quick drawing ● Introduce the writing community ● SW draw and write for 10 minutes
<ul style="list-style-type: none"> ● Day 2: Write stories about drawn pictures 	<p>W.RW.2.7 SL.PE.2.1 L.WF.2.3</p>	<ul style="list-style-type: none"> ● Practice procedures for gathering and discuss working responsibly ● Review drawing to get ideas for writing ● Finish writing stories from previous day (10 minutes) ● Make a list of five things that make up a sentence ● Partners put together words to make a complete sentence

<ul style="list-style-type: none"> Day 3: Draw pictures to inspire writing 	SL.PE.2.1 L.WF.2.3 L.WF.2.1 W.RW.2.7 SL.II.2.2 SL.UM.2.5	<ul style="list-style-type: none"> Read the book Big Momma's aloud Discuss what the author wrote about Big Momma Model drawing and writing about a place you like to go SW draw and write about a place they like to go (10 minutes)
<ul style="list-style-type: none"> Day 4: Share writing 	SL.ES.2.3 SL.PI.2.4 SL.AS.2.6 L.WF.2.3	<ul style="list-style-type: none"> Select a story to share Model speaking clearly and discuss listening to one another Share writing Reflect on sharing Review complete and incomplete sentences Introduce naming parts and telling parts Identify naming parts using white boards and smart board
<ul style="list-style-type: none"> Day 5: Open Day (choice of writing) 	W.RW.2.7	<ul style="list-style-type: none"> Review the writing community Review drawings and stories Open write choices: rooms at home, family trips, or stories from sketches SW draw and write for 10 minutes
<ul style="list-style-type: none"> Day 6: Sketch story ideas 	SL.PE.2.1	<ul style="list-style-type: none"> Read the article "About Donald Crews" Discuss how Donald Crews gets ideas for stories Model making a sketch Discuss walking around school responsibly Walk around school and sketch
<ul style="list-style-type: none"> Day 7: Write stories using a sketch 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> Pair students and introduce "Turn to Your Partner" Model turning to a partner Write a shared story Choose a sketch and talk with partner about it Write a story from a sketch (5 minutes)

<ul style="list-style-type: none"> • Day 8: Use sketches to write a story 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Model drawing different ideas for a story • Discuss what students like to do for fun with their family • Sketch ideas for a story about family • Find a partner that makes their sentence complete (naming parts and telling parts) • Circle naming parts in a sentence
<ul style="list-style-type: none"> • Day 9: Write stories using a sketch 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> • Model writing a story from a sketch • Tell stories orally before writing • Model turning to a partner • Write a story using sketch (5-10 minutes) • Choose a story to share with their partner • Reflect on working together
<ul style="list-style-type: none"> • Day 10: Open Day (choice of writing) 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Write more stories from sketches • Select a story to share with the class • Open write • Naming part/telling part scoot
<ul style="list-style-type: none"> • Day 11: Generate lists to assist with writing 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> • Read Shortcut aloud • Discuss the use of words and illustrations • TTP Discuss something that happened to them that would make a good story • Model listing writing ideas • Introduce writing notebooks • Write an “It Happened to Me” list
<ul style="list-style-type: none"> • Day 12: Write a story using a list of ideas 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Model writing a story about something that happened to you • As you write point out when you capitalize and put punctuation • SW write stories from their lists • Naming part/telling part Jeopardy
<ul style="list-style-type: none"> • Day 13: Explore and add descriptive language to writing 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Read Night in the Country aloud • Model rereading to add sight and sound words to writing • Finish writing stories • Reread stories and add sight and sound

		words
<ul style="list-style-type: none"> Day 14: Share writing 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> Discuss speaking and listening Share writing Reflect on listening and speaking clearly Write freely in notebook
<ul style="list-style-type: none"> Day 15: Write a story using a list of ideas 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> Write another “It Happened to Me” story Review naming parts and telling parts Identify naming parts and telling parts on whiteboards
<ul style="list-style-type: none"> Day 16: Generate lists to assist with writing 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> Introduce and practice “Think, Pair, Share” Read Miss Tizzy aloud and discuss what the author wants the reader to know about friendship Model listing writing ideas (friends) SW make a list of friends
<ul style="list-style-type: none"> Day 17: Write a story using a list of ideas 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> Model writing about a friend and approximate spelling SW choose ideas and tell stories orally Write about a friend (15 mins.) Review Naming and Telling parts
<ul style="list-style-type: none"> Day 18: Reread writing and add descriptive detail 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> Explore sight and sound words in Miss Tizzy Model rereading to add sight and sound words Finish writing stories Reread and add sight and sound words
<ul style="list-style-type: none"> Day 19: Share writing 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> Teach the prompt “I Found Out” Share writing Model using the prompt Write freely in notebook
<ul style="list-style-type: none"> Day 20: Write about friendship 	L.WF.2.3 W.RW.2.7	<ul style="list-style-type: none"> Review Naming parts and telling parts Administer quiz Write about the theme of friendship

<ul style="list-style-type: none"> • Day 21: Write silly animal sentences to generate writing ideas 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> • Read Dogs Don't wear Sneakers aloud • Discuss what is funny and how the author got the idea • Model writing silly animal sentences • Write silly animal sentences • Share sentences in pairs
<ul style="list-style-type: none"> • Day 22: Write a story using silly animal sentences 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> • Read Click Clack Moo: Cows That Type aloud • Discuss what was funny • Model writing a story from silly animal sentences (approximating spelling and paying attention to capitalization) • Write stories using sentences • Share stories in pairs
<ul style="list-style-type: none"> • Day 23: Write silly sentences to generate writing ideas 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Read My Little Sister Ate One Hare aloud • Model writing "My Little Sister/Brother" sentences • Write sentences • Share sentences in pairs • Introduce statements and questions
<ul style="list-style-type: none"> • Day 24: Write a story using My little sister/brother sentences 	SL.PE.2.1 SL.PI.2.4 W.RW.2.7	<ul style="list-style-type: none"> • Write a shared "My Little Sister/Brother" story • Model capitalizing and using punctuation • Write My Little Sister/Brother stories
<ul style="list-style-type: none"> • Day 25: Share writing and Open Day (choice of writing) 	SL.PE.2.1 SL.AS.2.6	<ul style="list-style-type: none"> • Teach the prompt "I Like Your Story Because..." • Share stories in pairs • Open write
<ul style="list-style-type: none"> • Day 26: Write a friendly letter 	L.WF.2.3. W.RW.2.	<ul style="list-style-type: none"> • Introduce penpals and friendly letters • Discuss parts of a letter • Model writing a friendly letter • Rough draft of letter

<ul style="list-style-type: none"> • Day 27: Write a friendly letter 	L.WF.2.3. W.RW.2.	<ul style="list-style-type: none"> • Review parts of a letter • Good copy of friendly letter • Review statements and questions • Place correct end mark on sentences
<ul style="list-style-type: none"> • Day 28: Write scary words and sentences to generate writing ideas 	L.WF.2.3. W.RW.2.	<ul style="list-style-type: none"> • Read Harry and the Terrible Whatzit aloud • Discuss the story • List scary words/things • Model writing scary sentences • SW write scary sentences
<ul style="list-style-type: none"> • Day 29: Identify and list story elements 	L.WF.2.3. W.RW.2.	<ul style="list-style-type: none"> • Review scary words/sentences • Discuss story elements • List characters, settings, problems, and solutions for a scary story • Identify statements and questions
<ul style="list-style-type: none"> • Day 30: Use sentences and listed story elements to write a scary story 	L.WF.2.3. W.RW.2. W.NW.2.3 W.WP.2.4	<ul style="list-style-type: none"> • Review sentences and story elements • Model writing a scary story using sentences and listed story elements • SW begin rough draft of story
<ul style="list-style-type: none"> • Day 31: Write a story 	L.WF.2.3. W.RW.2. W.NW.2.3	<ul style="list-style-type: none"> • Finish writing scary stories • Jeopardy game for sentences
<ul style="list-style-type: none"> • Day 32: Reread stories and add descriptive detail 	L.WF.2.3. W.RW.2. W.NW.2.3 W.WP.2.4	<ul style="list-style-type: none"> • Read The Little Old Lady Who Was Not Afraid of Anything aloud • Model rereading to add sight and sound words • Reread stories and add sight and sound words
<ul style="list-style-type: none"> • Day 33: Share writing 	SL.PE.2.1 SL.ES.2.3	<ul style="list-style-type: none"> • Review the prompt “I Like Your Story Because...” • Share writing
<ul style="list-style-type: none"> • Day 34: Publish writing 	W.WP.2.4	<ul style="list-style-type: none"> • Type scary stories • Draw a picture to go with story

	W.NW.2.3	
• Day 35: Open write	W.RW.2.7	<ul style="list-style-type: none">• Write freely• Introduce Author's Chair

Inclusive concepts

- The writing community allows for students of all abilities to write at their individual level.

Unit 2 Learning Goals: Telling More

SWBAT think before writing
SWBAT tell more in a story
SWBAT hold conferences with partners
SWBAT write stories

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Charts ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Centers ● Brainpopjr.com ● Graphic Organizers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Think about what to write before writing 	L.WF.2.1 L.WF.2.3 L.KL.2.1 W.NW.2.3 W.RW.2.7	<ul style="list-style-type: none"> ● Pair students and discuss working together ● Model thinking before writing ● Model telling more and using temporal words ● Work with partners to visualize and tell stories orally before writing ● Write about a fun time outdoors ● Reflect on writing
<ul style="list-style-type: none"> ● Day 2: Reread and tell more 	L.WF.2.1 L.WF.2.3 L.KL.2.1 W.NW.2.3 W.RW.2.7	<ul style="list-style-type: none"> ● Model rereading and telling more ● SW reread stories and discuss telling more with partners ● SW tell more and add details to stories ● Share stories with partners ● Reflect on partner work

<ul style="list-style-type: none"> Day 3: Think about what to write before writing 	L.WF.2.1 L.WF.2.3 L.KL.2.1 W.NW.2.3 W.RW.2.7	<ul style="list-style-type: none"> Add “Picture the story in your mind and talk with a partner” to the “Ways to Get Writing Ideas” chart Model thinking before writing and write a shared story SW visualize and tell stories orally with their partner SW write about a fantasy trip Reflect on writing
<ul style="list-style-type: none"> Day 4: Reread and tell more 	L.WF.2.1 L.WF.2.3 L.KL.2.1 W.NW.2.3 W.RW.2.7	<ul style="list-style-type: none"> Model rereading and telling more Reread stories and discuss telling more with partner SW tell more and add details to stories Share stories with partners Reflect on partner work
<ul style="list-style-type: none"> Day 5: Open write 	L.WF.2.1 L.WF.2.3 W.NW.2.3 W.RW.2.7	<ul style="list-style-type: none"> Choice: write freely, work on previous story Introduce commands and exclamations Sort commands and exclamations
<ul style="list-style-type: none"> Day 6: Write lists to aid in telling more 	L.WF.2.3 W.RW.2.7 SL.PE.2.1	<ul style="list-style-type: none"> Add “Hear and read other people’s writing” to the “Ways to Get Writing Ideas” chart Read I Will Never Not Ever Eat a Tomato aloud Make a shared list of likes and dislikes SW make lists of likes and dislikes Share lists with partners Commands and exclamations IXL
<ul style="list-style-type: none"> Day 7: Write stories using ideas from lists 	SL.PE.2.1 W.RW.2.7	<ul style="list-style-type: none"> Share writing ideas in pairs Introduce paragraphs Model writing first paragraph (likes) SW write first paragraph (likes) Model writing second paragraph (dislikes) SW will write second paragraph
<ul style="list-style-type: none"> Day 8: Reread and tell more 	W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> Model telling more in paragraphs Reread stories and discuss telling more Tell more and add details

		<ul style="list-style-type: none"> • Command and exclamation worksheet
<ul style="list-style-type: none"> • Day 9: Publish writing 	<p>W.RW.2.7 L.WF.2.3</p>	<ul style="list-style-type: none"> • Reread story • Type story • Free write • Commands and exclamations quiz
<ul style="list-style-type: none"> • Day 10: Author's chair 	<p>L.WF.2.3 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Administer command and exclamation quiz • Share writing
<ul style="list-style-type: none"> • Day 11: Visualize and tell stories orally before writing 	<p>W.RW.2.7 SL.PE.2.1 L.WF.2.3</p>	<ul style="list-style-type: none"> • Read aloud "Let's get a Pup!", said Kate • Discuss how the author tells more • Visualize and tell stories orally (ask questions about a pet they have or would like to have) • Write about the pet (15-20 min.) • Introduce adjectives
<ul style="list-style-type: none"> • Day 12: Reread and tell more 	<p>W.RW.2.7 SL.PE.2.1 L.WF.2.3</p>	<ul style="list-style-type: none"> • Discuss telling more in "Let's Get a Pup!" Said Kate • Introduce pair conferences and giving feedback • Confer in pairs • Display the "Writing Time" chart • Reread writing • Add more detail and check for capitalization and punctuation
<ul style="list-style-type: none"> • Day 13: Make up characters and write stories 	<p>W.RW.2.7 SL.PE.2.1 L.WF.2.3</p>	<ul style="list-style-type: none"> • Discuss sharing one another's thinking • Read Sheila Rae the Brave aloud and discuss • Discuss telling more about characters • Write for 15 min. Focusing on telling more about a character • Adjective sort
<ul style="list-style-type: none"> • Day 14: Reread and tell more about a 	<p>W.RW.2.7</p>	<ul style="list-style-type: none"> • Model giving feedback

character	SL.PE.2.1	<ul style="list-style-type: none"> • Confer in pairs • Display the “Writing Time” chart and write
• Day 15: Open write	W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Write freely • Introduce adverbs (discuss difference between adjectives and adverbs)
• Day 16: Write about something interesting that happens to a character	W.RW.2.7 SL.PE.2.1	<ul style="list-style-type: none"> • Read aloud Alexander and the Terrible, Horrible, No Good, Very Bad Day • Discuss how the author tells more • Display the “Writing Time” chart and write about something interesting that happens to a character
• Day 17: Reread and tell more about a character	W.RW.2.7 SL.PE.2.1	<ul style="list-style-type: none"> • Review giving feedback • Confer in pairs • Display the “Writing Time” chart and write
• Day 18: Write a friendly letter	L.WF.2.3. W.RW.2.	<ul style="list-style-type: none"> • Review parts of a letter • Rough draft of letter
• Day 19: Write a friendly letter	L.WF.2.3. W.RW.2.	<ul style="list-style-type: none"> • Good copy of friendly letter • Review adjectives and adverbs • Adjectives and adverbs jeopardy
• Day 20: Open write	W.RW.2.7 L.WF.2.3	<ul style="list-style-type: none"> • Write freely • Adjectives and adverbs sort

Inclusive concepts

- The writing community allows for students of all abilities to write at their individual level.

Unit 3 Learning Goals: Fiction

SWBAT read, discuss and write fiction.
SWBAT choose writing topics.
SWBAT think and talk about story ideas before they write.
SWBAT reread their writing and tell more.
SWBAT explore and punctuate dialogue.
SWBAT finish, proofread and publish a fictional draft.
SWBAT differentiate between nouns, verbs and adjectives and use all parts of speech in their writing.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts <ul style="list-style-type: none"> ● Beardream ● Ducky ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Charts ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Centers ● Brainpopjr.com ● Graphic Organizers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
● Day 1: Identifying fictional story elements	W.NW.2.3	<ul style="list-style-type: none"> ● Watch “Short Story” on Brainpopjr.com ● Brainstorm characters, settings, and plots for a winter/holiday story.
● Day 2: Brainstorming and organizing ideas for a short story	L.WF.2.3 W.NW.2.3	<ul style="list-style-type: none"> ● Teacher model filling in a story map ● SW fill in a story map ● SW identify “nouns” as a person, place, thing, or animal (review naming parts) and make a list of nouns
● Days 3-4: Writing a short story	W.NW.2.3	<ul style="list-style-type: none"> ● Teacher will model how to use a story map to write a short story. ● SW use their story map to write a short story.

		<ul style="list-style-type: none"> ●Practice page to identify nouns
<ul style="list-style-type: none"> ● Day 5: Publishing their writing 	W.WP.2.4	<ul style="list-style-type: none"> ●SW type their story on Chromebook ●Student/Teacher conferences to revise and edit published copy ●Practice page to identify nouns
<ul style="list-style-type: none"> ● Day 6: Sharing writing 	L.WF.2.3	<ul style="list-style-type: none"> ●Author's Chair -Students will read their story aloud to the class ●SW identify "verbs" as action words ●Practice page where students identify the verb in a sentence (review telling part)
<ul style="list-style-type: none"> ● Day 7: Writing about animal/monster characters 	W.NW.2.3	<ul style="list-style-type: none"> ●Teacher read aloud: Dogzilla by Dav ●Make a list of animal characters (nouns) they could write about ●Practice page to determine if a word is a noun or a verb
<ul style="list-style-type: none"> ● Day 8: Writing about animal/monster character 	W.NW.2.3	<ul style="list-style-type: none"> ●Brainstorm a list of character traits ●Teacher will read short descriptions of an animal/monster and students will infer character traits and tell why. ●SW identify character traits as adjectives/describing words ●Practice page to identify adjectives
<ul style="list-style-type: none"> ● Day 9: Creating an animal/monster character 	W.NW.2.3	<ul style="list-style-type: none"> ●SW think and talk about ideas before they write. ●SW illustrate an animal/monster character ●SWI decide which character traits their character will possess ●Practice page to identify nouns, verbs, and adjectives
<ul style="list-style-type: none"> ● Day 10: Writing about an animal/monster character 	W.NW.2.3 L.WF.2.3	<ul style="list-style-type: none"> ● SW write about their animal/monster by using descriptive words and telling details that prove their traits ●Show examples of dialogue/quotation marks ●SW add in dialogue and use quotation marks. ●Practice page to identify nouns, verbs, and adjectives

<ul style="list-style-type: none"> Day 11: Sharing writing with partner 	<p>W.WP.2.4</p>	<ul style="list-style-type: none"> SW confer in pairs and revise their writing by adding descriptive words/dialogue Practice page to identify nouns, verbs, and adjectives
<ul style="list-style-type: none"> Day 12: Making up an ending to a Story 	<p>W.NW.2.3 W.RW.2.7</p>	<ul style="list-style-type: none"> SW listen to Beardream. SW write an ending to the story and share
<ul style="list-style-type: none"> Day 13: Writing about toys that come to Life 	<p>W.NW.2.3 W.RW.2.7</p>	<ul style="list-style-type: none"> SW listen to Ducky SW write about toys that come to life.
<ul style="list-style-type: none"> Day 14: Assessing / Open write 	<p>L.WF.2.3 W.RW.2.7</p>	<ul style="list-style-type: none"> SW be assessed on nouns, verbs, and adjectives. Write freely about an animal character
<ul style="list-style-type: none"> Day 15: Reviewing letter writing 	<p>L.WF.2.3 W.RW.2.7</p>	<ul style="list-style-type: none"> SW identify parts of a letter SW write a letter to their penpal

Inclusive concepts

- The writing community allows for students of all abilities to write at their individual level.

Unit 4 Learning Goals: Nonfiction

- SWBAT explore and write nonfiction**
- SWBAT ask and answer questions**
- SWBAT write questions and facts**
- SWBAT write functional nonfiction**
- SWBAT write expository nonfiction**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Charts ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Centers ● Brainpopjr.com ● Graphic Organizers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Generate questions about a nonfiction topic 	SL.PE.2.1 W.RW.2.7 W.WR.2.5	<ul style="list-style-type: none"> ● Pair students and introduce nonfiction ● Read part of Kate and Pippin aloud (pgs. 2-19) ● Discuss ● Make a chart of questions about Kate and Pippin ● SW write questions about Kate and Pippin in writing notebook
<ul style="list-style-type: none"> ● Day 2: Write about a nonfiction topic as a class (shared writing) 	SL.PE.2.1 W.RW.2.7	<ul style="list-style-type: none"> ● Review Kate and Pippin ● Read the rest of Kate and Pippin aloud and discuss ● Write a shared nonfiction piece about Kate and Pippin ● Reflect on questioning as part of nonfiction writing

<ul style="list-style-type: none"> • Day 3: Write interview questions 	SL.PE.2.1 <u>W.RW.2.7</u> <u>W.WR.2.5</u>	<ul style="list-style-type: none"> • Read “Q&A with Isobel Sringett” aloud • Model writing questions and interviewing a partner • SW think before writing • Write interview questions
<ul style="list-style-type: none"> • Day 4: Interview partner 	SL.PE.2.1 <u>W.RW.2.7</u>	<ul style="list-style-type: none"> • Read through interview questions • Review interviewing partner • Interview partner • Share interesting information about partners
<ul style="list-style-type: none"> • Day 5: Write about how to be a friend 	SL.PE.2.1 <u>W.RW.2.7</u> SL.UM.2.5	<ul style="list-style-type: none"> • Read How to Be a friend aloud • Discuss the use of illustrations • Think before writing • Write about being a good friend
<ul style="list-style-type: none"> • Day 6: Write observations about paper 	SL.PE.2.1 <u>W.RW.2.7</u>	<ul style="list-style-type: none"> • Discuss the role of observation in nonfiction • Model writing descriptions of paper • SW write descriptions of paper with partner • Play “Name that Paper” (game using written observations)
<ul style="list-style-type: none"> • Day 7: Write facts and questions about paper 	SL.PE.2.1 W.RW.2.7 W.IW.2.2	<ul style="list-style-type: none"> • Explore book features and read Paper aloud • Write facts about paper as a class • Discuss how paper is used in the classroom • Write about paper in the classroom • Discuss and list questions about paper
<ul style="list-style-type: none"> • Day 8: Observe an experiment and contribute to a shared writing about it 	SL.PE.2.1 <u>W.RW.2.7</u> <u>W.IW.2.2</u> L.WF.2.2	<ul style="list-style-type: none"> • Teach discussion prompts • Introduce the “Which Is Stronger” experiment • Conduct and write about the “Which Is Stronger” experiment (shared writing) • Review nouns and introduce plural nouns
<ul style="list-style-type: none"> • Day 9: Observe an experiment and write about it in pairs 	SL.PE.2.1 <u>W.RW.2.7</u> <u>W.IW.2.2</u>	<ul style="list-style-type: none"> • Briefly review discussion prompts • Introduce the “Suck It Up” experiment • Conduct the “Suck It Up” experiment • Write about the “Suck It Up” experiment • Share writing in groups of four

<ul style="list-style-type: none"> Day 10: Open write 	<p>W.RW.2.7 L.WF.2.2</p>	<ul style="list-style-type: none"> Write freely Introduce plural noun rule One (most nouns you just add s) Plural noun worksheet
<ul style="list-style-type: none"> Day 11: Write questions and list information about nonfiction 	<p>W.WR.2.5 W.RW.2.7 SL.PE.2.1</p>	<ul style="list-style-type: none"> Briefly review discussion prompts Read parts of Polar Lands aloud and discuss (pgs. 6-7 and 10-11) Reread and list information learned Think before writing Discuss and write questions about Polar Lands
<ul style="list-style-type: none"> Day 12: List information about nonfiction 	<p>L.WF.2.2 W.WR.2.5 W.RW.2.7 SL.PE.2.1</p>	<ul style="list-style-type: none"> Share questions about Polar Lands Read more about the Polar Lands from Polar Regions (pgs. 6-9) Reread and list more information learned Read more about the Polar Lands from Polar Animals (pgs. 4-5) Introduce Plural Noun rule two (add es to words ending in sh, ch, z, s, or z)
<ul style="list-style-type: none"> Day 13: Write about nonfiction 	<p>W.IW.2.2</p>	<ul style="list-style-type: none"> Review information about Polar lands Write about Polar lands
<ul style="list-style-type: none"> Day 14: Write questions and list information about nonfiction 	<p>W.WR.2.5 W.RW.2.7 SL.PE.2.1</p>	<ul style="list-style-type: none"> Read more of Polar Lands aloud (pgs. 18-19 and 28-29) Reread and list information Think before writing Discuss and write questions about polar animals
<ul style="list-style-type: none"> Day 15: Write nonfiction 	<p>L.WF.2.2 W.WR.2.5 W.RW.2.7 SL.PE.2.1 W.IW.2.2</p>	<ul style="list-style-type: none"> Share questions about polar animals Read more of Polar Animals aloud (pgs. 10-11 and 20-21) Reread and list more information Read more about polar animals from Polar lands (pgs. 14-15 and 24-25) Write about polar animals Review plural noun rules learned so far

<ul style="list-style-type: none"> • Day 16: Write questions and list information about nonfiction 	<p>W.WR.2.5 W.RW.2.7 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Briefly review discussion prompts • Read more of Polar Regions and Polar Lands aloud (pgs. 20-21 Polar Regions and 30-31 Polar Lands) • Reread and list information • Think before writing • Discuss and write questions about the people who live in the Polar lands
<ul style="list-style-type: none"> • Day 17: List information and write about nonfiction 	<p>W.WR.2.5 W.RW.2.7 SL.PE.2.1 W.IW.2.2</p>	<ul style="list-style-type: none"> • Share questions about people who live in the Polar Lands • Read more of Polar Lands aloud (pgs. 32-33) • Reread and list more information • Read more about the people who live in the Polar Lands (pgs. 36-37) • Write about the people who live in the Polar lands
<ul style="list-style-type: none"> • Day 18: Select pieces of nonfiction to review, edit, and publish 	<p>SL.PE.2.1 W.IW.2.2 L.WF.2.2</p>	<ul style="list-style-type: none"> • Review work and select drafts to publish • Confer in pairs with chosen piece of writing • Work on chosen nonfiction pieces • Introduce plural noun rule three (drop the y and ies to words ending in y after a consonant)
<ul style="list-style-type: none"> • Day 19: Use descriptive language in writing 	<p>L.WF.2.3 SL.PE.2.1</p>	<ul style="list-style-type: none"> • Discuss descriptive language • Reread writing and discuss adding descriptive language • Add descriptive language • Confer in pairs
<ul style="list-style-type: none"> • Day 20: Open Day 	<p>W.IW.2.2 L.WF.2.2 W.RW.2.7</p>	<ul style="list-style-type: none"> • Finish nonfiction pieces or write freely • Introduce plural noun rule four (add s to words ending in y after a vowel)
<ul style="list-style-type: none"> • Day 21: Proofread nonfiction pieces for spelling, punctuation, and capitalization 	<p>L.WF.2.2 W.WP.2.4</p>	<ul style="list-style-type: none"> • Discuss proofreading for spelling • Check for spelling (teacher will confer with individual students) • Read aloud quietly to check for punctuation and capitalization

		<ul style="list-style-type: none"> ● Introduce plural noun rule five (change f or fe to ves)
<ul style="list-style-type: none"> ● Day 22: Write and illustrate final versions of nonfiction pieces 	SL.UM.2.5 W.RW.2.7 W.IW.2.2	<ul style="list-style-type: none"> ● Explore illustrations and diagrams in nonfiction ● Reread nonfiction pieces and discuss adding illustrations or diagrams ● Write and illustrate final versions
<ul style="list-style-type: none"> ● Day 23: Complete final versions of nonfiction pieces 	W.IW.2.2	<ul style="list-style-type: none"> ● Discuss procedures for making books ● Discuss book covers and features of nonfiction books ● Complete final versions and make books
<ul style="list-style-type: none"> ● Day 24: 	L.WF.2.2 SL.PE.2.1	<ul style="list-style-type: none"> ● Review nonfiction ● Review responsible behavior during author's chair ● Share books from the author's chair ● Introduce plural noun rule six (irregular nouns)
<ul style="list-style-type: none"> ● Day 25: Open Write 	L.WF.2.2 W.RW.2.7	<ul style="list-style-type: none"> ● Write freely ● Plural noun jeopardy

Inclusive concepts

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Unit 5 Learning Goals: Letter Writing

- SWBAT listen to, read, and discuss friendly letters**
- SWBAT explore parts of a friendly letter**
- SWBAT write friendly letters to classmates, penpals, and parents.**
- SWBAT explore punctuation in a friendly letter.**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Read aloud texts <ul style="list-style-type: none"> • First Year Letters • Dear Baby: Letter from Your Big Brother • I Wanna Iguana • I Wanna New Room • Love Lizzie: Letters to a Military Mom • Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> • Charts • IXL • Writing/Journal Notebook • Grammar worksheets • Centers • Brainpopjr.com • Graphic Organizers (Blank Friendly Letter) • YouTube- Homeschool Pop Videos

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • Day 1: Identifying Letter Parts 	L.WF.2.3	<ul style="list-style-type: none"> • Sing “Letter Parts” song • Show examples of friendly letters • Introduce proper nouns (Names of people and animals)
<ul style="list-style-type: none"> • Day 2: Writing a friendly letter to the teacher 	L.WF.2.3	<ul style="list-style-type: none"> • Listen to First Year Letters • Write a letter to the teacher using a blank letter organized by parts. • Practice Page- Writing peoples’ full names with capital letters including titles and initials
<ul style="list-style-type: none"> • Day 3: Writing a friendly letter 	L.WF.2.3	<ul style="list-style-type: none"> • Listen to Dear Baby: Letters from Your Big Brother • Write a friendly letter to a classmate • IXL- Capitalizing the names of people and pets

<ul style="list-style-type: none"> • Day 4: Writing a friendly reply letter 	L.WF.2.3	<ul style="list-style-type: none"> • Write a response to their classmates' letter. • Introduce Proper Nouns- Names of places (stores, restaurants, cities, states, countries, etc)
<ul style="list-style-type: none"> • Day 5: Focusing on punctuation in a friendly letter 	L.WF.2.3	<ul style="list-style-type: none"> • Listen to "I Wanna Iguana" • On Smartboard- Insert punctuation on a letter that is missing commas • Practice Page- Capitalize names of places
<ul style="list-style-type: none"> • Day 6: Writing a friendly persuasive letter 	L.WF.2.3	<ul style="list-style-type: none"> • Write a letter to their parents asking for a pet • Add at least 3 persuasive details • IXL - Capitalizing the names of places and geographical features
<ul style="list-style-type: none"> • Day 7: Revising, editing, and rewriting a letter 	L.WF.2.3	<ul style="list-style-type: none"> • SW check for punctuation and rewrite their persuasive letter to their parent • Introduce Proper Nouns- Names of Things (days, months, games, toys, etc.)
<ul style="list-style-type: none"> • Day 8: Writing a friendly letter 	L.WF.2.3	<ul style="list-style-type: none"> • Watch "Proper Nouns" on Brainpopjr.com • Write a letter to the person of their choice (finish persuasive letters) • Practice Page- Capitalize days of the week and months
<ul style="list-style-type: none"> • Day 9: Sharing their writing 	L.WF.2.3, SL, PE.2.1, L.KL2.1	<ul style="list-style-type: none"> • SW read their persuasive letter to the class. • Watch "Common and Proper Nouns for Kids" on Youtube (HomeschoolPop-12 min.) • Proper Noun Assessment
<ul style="list-style-type: none"> • Day 10: Writing a friendly letter 	L.WF.2.3	<ul style="list-style-type: none"> • SW write a letter to their penpal. • Brainstorm a list of verbs • Review -ing, -ed, and introduce irregular verbs (see/saw, run/ran, give/gave, etc.)
<ul style="list-style-type: none"> • Day 11: Writing a friendly letter 	L.WF.2.3	<ul style="list-style-type: none"> • Rewrite their penpal letter. • Practice page- Use verbs in the correct tense.
<ul style="list-style-type: none"> • Day 12: Reviewing Letter Writing 	L.WF.2.3	<ul style="list-style-type: none"> • Listen to "I Wanna New Room" • Practice page- Use verbs in the correct

		tense.
<ul style="list-style-type: none"> • Day 13: Listening to a story that includes friendly letter 	L.WF.2.3	<ul style="list-style-type: none"> • Listen to Love Lizzie: Letters to a Military Mom • Practice page- Verb Tenses
<ul style="list-style-type: none"> • Day 14: Writing a friendly letter to a person they do not know 	L.WF.2.3	<ul style="list-style-type: none"> • SW write a friendly letter to a veteran • Verb Tense Assessment • IXL- Capitalizing Greeting and Closings of letters

Inclusive concepts

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Unit 6 Learning Goals: Poetry

SWBAT hear and discuss poems
SWBAT write an acrostic poem
SWBAT write a haiku
SWBAT write a cinquain
SWBAT write a diamante
SWBAT write a limerick

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Charts ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Brainpopjr.com ● Graphic Organizers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Discuss poetry 	SL.PE.2.1 L.VI.2.3 L.WF.2.3	<ul style="list-style-type: none"> ● Introduce poetry ● Watch “Poems” on brainpopjr ● Discuss what students know about poetry ● Read a selection of poem from “Where the Sidewalk Ends” and discuss ● Punctuation review (worksheet)
<ul style="list-style-type: none"> ● Day 2: Discuss poetry 	SL.PE.2.1 L.VI.2.3 L.WF.2.3	<ul style="list-style-type: none"> ● Read and discuss “Treehouse” ● Read and discuss “Boa Constrictor” ● Discuss how poems look different than stories ● Punctuation review (worksheet)
<ul style="list-style-type: none"> ● Day 3: Discuss and write poetry 	SL.PE.2.1 L.VI.2.3 W.RW.2.7	<ul style="list-style-type: none"> ● Read and visualize “The Coyote” ● Read and visualize “The Tiger” ● Brainstorm poem topics ● Model writing an acrostic poem

		<ul style="list-style-type: none"> • SW write rough draft of acrostic poem
<ul style="list-style-type: none"> • Day 4: Discuss and write poetry 	SL.PE.2.1 L.VI.2.3 L.WF.2.3 W.RW.2.7	<ul style="list-style-type: none"> • Read and discuss “Knoxville Tennessee” • Introduce Haiku • Generate ideas for Haiku • Model writing a Haiku • SW write rough draft of haiku • Punctuation review (smartboard activity)
<ul style="list-style-type: none"> • Day 5: Discuss and write poetry 	SL.PE.2.1 L.VI.2.3 W.RW.2.7	<ul style="list-style-type: none"> • Read and discuss “Lettuce” • Read and discuss “Peaches” • Introduce cinquain • Model writing a cinquain • SW write rough draft of cinquain
<ul style="list-style-type: none"> • Day 6: List descriptive words about an object 	SL.PE.2.1 L.VI.2.3 L.WF.2.3 W.RW.2.7	<ul style="list-style-type: none"> • Read and discuss “My Baby Brother” • Discuss descriptive words in poetry • Brainstorm objects • Choose an object and write descriptive words • Punctuation review (IXL)
<ul style="list-style-type: none"> • Day 7: Write poetry 	W.RW.2.7	<ul style="list-style-type: none"> • Introduce a diamante • Brainstorm ideas for a diamante • Model writing a diamante • SW write a diamante
<ul style="list-style-type: none"> • Day 8: Write poetry 	W.RW.2.7	<ul style="list-style-type: none"> • Introduce a limerick • Watch “Rhyming Words” on brainpopjr • Model writing a limerick • SW write a limerick
<ul style="list-style-type: none"> • Day 9: Write and illustrate poetry 	SL.UM.2.5 W.RW.2.7	<ul style="list-style-type: none"> • Review poetry • Read through rough drafts of poems • Illustrate and write good copy of acrostic
<ul style="list-style-type: none"> • Day 10: Write and illustrate poetry 	SL.UM.2.5 W.RW.2.7	<ul style="list-style-type: none"> • Illustrate and write good copy of haiku
<ul style="list-style-type: none"> • Day 11: Write and illustrate poetry 	SL.UM.2.5 W.RW.2.7	<ul style="list-style-type: none"> • Illustrate and write good copy of cinquain

<ul style="list-style-type: none"> • Day 12: Write and illustrate poetry 	SL.UM.2.5 W.RW.2.7	<ul style="list-style-type: none"> • Illustrate and write good copy of diamante
<ul style="list-style-type: none"> • Day 13: Write and illustrate poetry 	SL.UM.2.5 W.RW.2.7	<ul style="list-style-type: none"> • Illustrate and write good copy of limerick
<ul style="list-style-type: none"> • Day 14: Make book cover 	SL.UM.2.5 W.RW.2.7	<ul style="list-style-type: none"> • Illustrate and make cover of poetry book
<ul style="list-style-type: none"> • Day 15: Share poetry book 	SL.PE.2.1	<ul style="list-style-type: none"> • Author's chair

Inclusive concepts

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Unit 7 Learning Goals: Opinion Writing

- SWBAT determine between fact and opinion.**
- SWBAT hear and discuss opinion writing.**
- SWBAT write persuasively for an identified purpose and audience.**
- SWBAT generate opinions they feel strongly about and write persuasive pieces.**
- SWBAT write opening and closing sentences that express their opinions.**
- SWBAT write reasons to support their opinions and use linking words to connect reasons to opinions.**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud articles/excerpts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Charts ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Centers ● Brainpopjr.com ● Graphic Organizers ● YouTube- Homeschool Pop Videos ● Opinion Writing Prompts (TPT- by Inspire Me ASAP) ● Opinion Articles

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Determining between fact or opinion 	<p>W.AW.2.1</p>	<ul style="list-style-type: none"> ● Watch “Facts and Opinions” on brainpopjr.com ● Practice Page- Determining Fact or Opinion
<ul style="list-style-type: none"> ● Day 2: Identifying audience for Opinion Writing 	<p>W.AW.2.1, W.WP.2.4</p>	<ul style="list-style-type: none"> ● Show examples of opinion articles ● Discuss pros and cons of assigned seats in the cafeteria. Make lists. ● Have students state their opinion on the issue. ● Decide who we would give these paragraphs to.

<ul style="list-style-type: none"> ● Day 3: Explore writing clear statements of opinion. 	<p>W.WR.2.5, W.AW.2.1</p>	<ul style="list-style-type: none"> ● Read two articles about why assigned seats are good in the cafeteria and why they are not good in the cafeteria. ● Have students state their opinion. Show how to write their opinion as a sentence. ● Introduce transition/linking words.
<ul style="list-style-type: none"> ● Day 4: Use reasons to support opinions 	<p>W.SE.2.6, W.AW.2.1</p>	<ul style="list-style-type: none"> ● Using a graphic organizer, SW add at least three reasons to support their opinions. ● Model using transition words before reasons.
<ul style="list-style-type: none"> ● Day 5: Explore closing statements that restate their opinions 	<p>L.RF.2.4, SL.ES.2.3, W.WP.2.4, W.AW.2.1, L.KL2.1</p>	<ul style="list-style-type: none"> ● Model restating their opinion at the end of their paragraph or show how to rephrase their opinion. ● Share writing with their partner ● Teacher conference
<ul style="list-style-type: none"> ● Day 6: Publish their writing for intended audience 	<p>L.RF.2.4, W.WP.2.4, W.AW.2.1, L.KL2.1</p>	<ul style="list-style-type: none"> ● SW type their paragraph to give to lunch aide, principal, superintendent, etc. ● Share their writing with the class ● Teacher conference
<ul style="list-style-type: none"> ● Day 7: Identify compound sentences 	<p>L.WF.2.3</p>	<ul style="list-style-type: none"> ● Review complete simple sentences with naming part and telling part. ● Introduce conjunctions (and, or, but) and show examples of compound sentences ● Practice page determining if a sentence is simple or compound.
<ul style="list-style-type: none"> ● Day 8-9: Explore writing opinion statements and reasons. 	<p>W.WR.2.5, W.SE.2.6, W.AW.2.1</p>	<ul style="list-style-type: none"> ● SW read an article that shares opinions on printed books vs. e-books. Using a graphic organizer: <ul style="list-style-type: none"> ● SW write an opening sentence. ● SW write at least 3 reasons to support their opinion, including transition/linking words. ● SW write a closing sentence
<ul style="list-style-type: none"> ● Day 10: Write compound sentences. 	<p>L.WF.2.3</p>	<ul style="list-style-type: none"> ● With a partner, SW match one simple sentence with another simple sentence and add a conjunction in between. SW write 3 sentences using correct punctuation and capitalization.

•Day 11: Use punctuation correctly	L.WF.2.3	• Practice page- Using commas in the date
• Day 12: Use punctuation correctly	L.WF.2.3	• Practice page- Using commas between city and state
•Day 13: Use punctuation correctly	L.WF.2.3	• Practice page- Using commas in a series.
• Day 14: Free Write	W.AW.2.1, L.WF.2.3	<ul style="list-style-type: none"> • SW write an opinion paragraph on their own chosen topic, including an opening sentence, at least 3 reasons, closing sentence, and at least one compound sentence. •Assess students' writing

Inclusive concepts

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Unit 8 Learning Goals: Review

SWBAT use skills and concepts taught throughout the year to write and publish a fictional, descriptive story.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Teacher Created Sample Book ● Chromebook 	<ul style="list-style-type: none"> ● IXL ● Writing/Journal Notebook ● Grammar worksheets ● Centers ● Brainpopjr.com ● Graphic Organizers (sensory web) ● YouTube- Homeschool Pop Videos

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Using skills and concepts taught throughout the year to write a fictional story. 	W.IW.2.3	<ul style="list-style-type: none"> ● Listen to an example of a Fuzzy Ball Surprise story. ● Brainstorm nouns for various fuzzy ball colors
<ul style="list-style-type: none"> ● Day 2: Brainstorming ideas using their senses 	W.IW.2.3	<ul style="list-style-type: none"> ● Students pick a fuzzy ball color and make a list of ideas ● Select 4 ideas to describe ● Watch “Writing with Your Senses” on brainpopjr.com
<ul style="list-style-type: none"> ● Days 3-4: Organizing their ideas/thoughts before writing 	W.IW.2.3	<ul style="list-style-type: none"> ● Introduce a sensory map ● Teacher model how to fill in a map for an idea ● SW fill in 4 sensory maps; one for each idea; visualizing being that object/noun
<ul style="list-style-type: none"> ● Day 5-8: Writing a descriptive story paragraphs 	W.RW.2.7 W.IW.2.3	<ul style="list-style-type: none"> ● Teacher model how to use a sensory web to write a descriptive story using adjectives, similes, simple and compound sentences. ● SW write 4 story paragraphs.

●Day 9: Revising and editing their writing	W.WP.2.4 L.WF.2.3	● Teacher-Student conferences
Days 10-11: Publishing their writing	W.WP.2.4	●SWI type each paragraph
Days 12-13: Visualizing and illustrating their writing	W.WP.2.4	● SW visualize their writing and draw/color a picture to go with each idea!
Days 14-16: Sharing their writing	L.KL2.1	● SW read their writing to the class. ●SW read to younger grades to share their writing.

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