

Narrative Writing: Grade 2

Stage 1 Desired Results

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ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to draw/dictate/write narrative texts in order to share their experiences in a detailed way. <u>Content Standards:</u> <u>Text Types and Purposes</u> - W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <u>Production and Distribution of Writing</u> - W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. - W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>Conventions of Standard English</u> - L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> - L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Transfer	
	Students will be able to independently use their learning to make sense of stories they read and share their own.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS Which matters more: what is said or how it's said?
	Acquisition	
	Students will know... - that narratives are written for a specific purpose: to entertain or share a story. - that graphic organizers are helpful tools for organizing thoughts and ideas. - that technology can be used to produce and publish writing. - that stories have a beginning, middle and end. - that illustrations support a story. - how to write their own story with events placed in the correct order.	Students will be skilled at... - writing narratives that recount a well-elaborated event or short sequence of events. - including details to describe actions, thoughts, and feelings. - using temporal words to signal event order. - providing a sense of closure. - recognizing that good writing requires more than one draft. - revising writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. - editing writing by checking for errors in capitalization, punctuation and spelling. - preparing a new draft with changes that strengthen their writing. - identifying and using digital tools to produce and publish writing. - using digital tools to collaborate/work with others. - using collective nouns.

		● forming and using frequently occurring irregular plural nouns. ● using reflexive pronouns. ● forming and using the past tense of frequently occurring irregular verbs. ● using adjectives and adverbs, and choosing between them depending on what is to be modified. ● producing, expanding, and rearranging complete simple and compound sentences. ● capitalizing holidays, product names, and geographic names. ● using commas in greetings and closings of letters. ● using an apostrophe to form contractions and frequently occurring possessives. ● generalizing learned spelling patterns when writing words. ● consulting reference materials, including beginning dictionaries, as needed, to check and correct spellings. ● comparing formal and informal uses of English.
Content Area Literacy Standards		21st Century Skills
<i>applicable</i>		● <i>communicate clearly</i> ● <i>think creatively</i> ● <i>reason effectively</i> ● <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	