



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH LANGUAGE ARTS--Writing

Grade 2

ABSTRACT

This course is intended to teach Grade 1 students opinion, information, and narrative writing with increasing complexity, ultimately supporting greater independence and fluency in writing. It is designed to foster high-level thinking, providing students with regular chances to synthesize, analyze, and critique, as well as develop and refine strategies for content-area writing. Furthermore, this course is also devised to target our 21st Century learning and advancing society, addressing career readiness, life literacies, and other grade-appropriate key skills. In addition, this course is designed around the Workshop model, and is one of the several courses that provide our Grade 1 students with a balanced literacy approach to English Language Arts.

These second-grade units were written with seven- and eight-year-olds in mind. These youngsters are chomping at the bit for something new. They feel very big now and want work that feels big and important. This course invites second-graders into author studies that help them craft powerful true stories, science investigations and lab reports, and finally, into some very grown-up writing about reading and even poetry. Across the writing genres, students will learn to understand—and apply to their own writing—techniques they discover in the work of published authors, learning how to create engaging narratives by stretching out small moments and writing in detail, using inspirational nonfiction texts to help them design and write about experiments and other scientific information, reading closely and gathering evidence from texts to craft persuasive arguments, exploring and savoring language, and using line breaks to express the meaning and rhythm they intend as well as visualization and figures of speech to make their writing more clear and powerful.

Suggested Writing Lesson Structure

**following the Workshop Model*

(45-60 minute block)

- Students will identify themselves as writers/authors and understand that we all can write stories.
- Students will understand that to write a true story, one thing that we can do is to think of something that we do, get a picture in our mind, and we draw the story of what we did on our paper.
- Students will then write/draw/dictate their story.

Mini-lesson

Approximately 10-15 minutes should be allotted to the mini-lesson (focus on skill)

- whole group instruction
- explicit modeling with use of anchor charts and mentor texts
- guided practice
- turn and talk

Independent Reading

Approximately 15-20 minutes should be allotted to **Independent Writing**, practicing the skills and strategies learned with their own writing.

During this time, teachers confer with students one-on-one or in a small group, taking data of the same. (Routines and procedures will be reviewed daily at the beginning of the year until students understand expectations during Writer's Workshop.)

Share

Approximately 5-10 minutes should be allotted to students sharing their application of strategies tried, obtaining feedback from their peers.

Grammar

Grammar instruction should be infused in revising and editing mini lessons as well as during small and strategy group instruction.

Sample Grammar Teaching Points:

Capitalization: Good writers...

- capitalize the first letter of names, holidays, months, and days of the week.
- always capitalize "I."

Punctuation: Good writers...

- use a question mark at the end of an asking sentence.
- use a period at the end of a telling sentence.
- use an exclamation point at the end of an exciting sentence.
- use commas to separate the day from the year when writing the date.

Grade 2 Balanced Literacy Pacing Guide

Unit	Month(s)	Units of Study: Reading	Units of Study: Writing	Grammar
1	September/ October	Launching & Second Grade Reading Growth Spurt	Launching & Lessons from the Masters: Improving Narrative Writing	<u>SEPTEMBER:</u> -Sentence Structure -End punctuation -Use commas <u>OCTOBER:</u> -Use a checklist to revise -Base Words -High Frequency Words
2	November - January	Becoming Experts: Reading Nonfiction (Can incorporate Nonfiction Book Clubs: Science, biography, history, etc.)	1. Lab Reports and Science books 2.The How to Guide for Writing Nonfiction (If/Then Unit for Grade 2 - BENDS 1 & 2 ONLY)	<u>NOVEMBER:</u> - Using apostrophes - Using contractions - Use adjectives - Endings for adjectives - Possessives - High Frequency Words <u>DECEMBER:</u> - Use collective nouns - Use reflexive pronouns - Capitalization - Syllables <u>JANUARY:</u> - Produce, expand, and rearrange complete simple & compound sentences - Domain specific language - Plurals
3	January/ February	1.Bigger Books Mean Amping Up Reading Power 2.Understanding Characters (If/Then Curriculum)	Writing About Reading	<u>JANUARY:</u> - Produce, expand, and rearrange complete simple & compound sentences - Domain specific language - Plurals
4	February/March	Reading and Role Playing- Fiction, Fairy Tales, and Folktales (If/Then Curriculum)	Writing Adaptations of Fairy Tales and Folktales (If/Then Curriculum)	<u>FEBRUARY/MARCH:</u> - Use quotation marks to cite text - Verb endings - High Frequency Words - Adjectives - Quotation marks/dialogue - Prefixes - High Frequency Words
5	April/May	Series Book Clubs (Fiction)	Poetry: Big Thoughts in Small Packages (Crafting Poetry and Fiction Stories)	<u>APRIL/MAY:</u> - Adverbs

				- Homographs - Homophones - High Frequency Words - Irregular, plural nouns - Past tense irregular verbs - Synonyms - Antonyms - Alliteration
6	June (bonus unit)	Nonfiction Book Clubs	Informational Writing in the Content Area or How to Guide for Nonfiction Writing (If/Then Curriculum - BEND 3 ONLY)	JUNE: - Dictionary Use - Word Choice - High Frequency Words

Grade 2 Word Study Pacing Guide

Unit Number:	Word Study Skill:	Unit Number:	Word Study Skill:
1	Short a	19	Consonant Blends: l and r
2	Short e	20	Diphthongs: oi, oy
3	Short i	21	Inflectional Endings: -s, -es
4	Short o	22	Inflectional Endings: -ed, -ing
5	Short u	23	Vowel Digraphs: Long and Short oo
6	Cumulative Review and Assessment	24	Cumulative Review and Assessment
7	Vowel Sounds: ai	25	Words Writers Use
8	Consonant Blends	26	Diphthongs: ow, ou
9	Blend: nk, Digraph: ng	27	Contractions
10	Short Vowel Sounds	28	r-Controlled Vowel: ar
11	Vowel-Consonant-e	29	Digraphs: ch, wh
12	Cumulative Review and Assessment	30	Cumulative Review and Assessment
13	Long a: a-Consonant-e, ai, ay	31	r-Controlled Vowel: or

14	Long e: ee, ea	32	Digraph: sh
15	Long i: y, i-Consonant-e	33	Digraph: th
16	Long o: oo, oa, ow	34	Homophones
17	/k/ spelled c, k, ck	35	Compound Words
18	Cumulative Review and Assessment	36	Cumulative Review and Assessment

Suggested Mentor Texts to support New Jersey’s Diversity Mandate:

- *Amazing Grace* by Mary Hoffman
- *The Junkyard Wonders* by Patricia Polacco
- *Families, Families, Families* by Suzanne Lang

Units in this guide also address the following NJSLS Career Readiness, Life Literacies, and Key Skills:

9.4 LIFE LITERACIES AND KEY SKILLS		
Creativity and Innovation	9.4.2.CI	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
Critical Thinking and Problem-solving	9.4.2.CT	9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Digital Citizenship	9.4.2.DC	9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
Global and Cultural Awareness	9.4.2.GCA	9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
Information and Media Literacy	9.4.2.IML	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
Technology Literacy	9.4.2.TL	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences.

		9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
--	--	--

UNIT #: <i>Unit Title</i>	Unit 1: <i>Launching & Lessons from the Masters: Improving Narrative Writing</i>	Unit 2: <i>Lab Reports and Science Books: The How to Guide for Writing Nonfiction</i>	Unit 3: <i>Writing About Reading</i>
Months (Weeks)	September-October (3-4 weeks)	November-January (7-8 weeks)	January-February (5-6 weeks)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: (NJSLS)	English Language Arts W.2.3 W.2.5 W.2.6 L.2.1-3 SL.2.1-6 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.GCA.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4	English Language Arts W.2.2 W.2.5-8 L.2.1-6 SL.2.4-6 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.GCA.1 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4	English Language Arts W.2.1 W.2.5 W.2.6 W.2.8 L.2.1-6 SL.2.1-6 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.GCA.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4

	9.4.2.TL.5 9.4.2.TL.6	9.4.2.TL.5 9.4.2.TL.6	9.4.2.TL.5 9.4.2.TL.6
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .</i>	- writers have routines and procedures to follow in Writer’s Workshop. - writers think about a topic and get their ideas from memories or events that have happened in their lives. - the need to edit their writing for capitalization, punctuation, and spelling. - writers have various planning strategies for drafting their small moment writing. - writers have various ways we let our mentor author influence our own work to make our stories better. - writers have various revision strategies they can apply. - writers share their published work.	- one purpose for writing is to record and reflect on our experiences and special or small moments in our lives. - everyone has a story to tell. - our past experiences influence us today.	- we have opinions about characters. - people can agree or disagree with my opinion. - there are ways to convince their audience (One important way is by using text evidence to support their opinion.) - writers write letters or make speeches to express their opinions to convince others to read and care about their books too.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	- What is Writer’s Workshop? - What are habits that good writers use when writing? - What are the routines, procedures, and expectations of Writer’s Workshop? - How do writers take the strategies of one mentor author and try their craft in their own writing?	- How do writers write about special small moments from their lives? - How do we create a bold beginning, a mighty middle, and an excellent ending? - How do writers take the strategies of one mentor author and try their craft in their own writing?	- How can I write lots of letters to other readers that tell my opinion about characters, and how can I get better at writing in ways that make people agree with my opinion? - How can I strengthen my writing so that I am better at giving evidence to support an opinion?

	What are some revision techniques writers use to revise?		- How can I better retell, quote, and discuss the details of the book? - How can I do important things with my opinion writing, like convincing others to care for those books as well?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			

PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	● sharing ways writers get ideas. ● decorating their writing folders. ● choosing paper independently. ● sketching first, then writing to match the sketch.	● organizing their bold beginnings, mighty middle, and excellent endings. ● writing with a focus. ● writing with meaning. ● writing with independence and stamina. ● elaborating on their writing. ● observe students planning their writing before they write. ● observe students writing stories with action, dialogue, and thinking.	● conferring notes. ● participating in small group instruction. ● making a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still an area of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small groups. ● following student portfolio requirements. ● using a checklist/rubric for different types of reviews. ● reading his/her piece during a publishing party (assess their speaking and reading skills). ● during on demand writing prompts.
OTHER EVIDENCE: <i>(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	● Classwork ● Benchmark assessments ● Question and answer ● Teacher observations ● Group discussions/Turn and Talks ● Writing partners ● Conference notes ● On-demand writing	● Classwork ● Benchmark assessments ● Question and answer ● Teacher observations ● Group discussions/Turn and Talks ● Writing partners ● Conference notes ● On-demand writing	● Classwork ● Benchmark assessments ● Question and answer ● Teacher observations ● Group discussions/Turn and Talks ● Writing partners ● Conference notes ● On-demand writing

	assessments • Specific skill lesson - worksheets • Strategy group lessons • Homework activities • Writer's notebooks	assessments • Specific skill lesson - worksheets • Strategy group lessons • Homework activities • Writer's notebooks	assessments • Specific skill lesson - worksheets • Strategy group lessons • Homework activities • Writer's notebooks
RESOURCES:	RESOURCES for Writer's Workshop: • http://readingandwritingproject.org/ • <i>Units of Study</i> • https://www.unitsofstudy.com/ • <i>Writing Pathways</i> by Lucy Calkins • <i>The Writing Strategies Book</i> by Jennifer Serravallo • Heinemann's podcast series • <i>Learning at the Primary Pond</i> • Mentor texts <i>Suggested Mentor Texts</i> • <i>Bigmama's</i> by Donald Crews • <i>Corduroy</i> by Don Freeman • <i>Flying</i> by Donald Crews • <i>My Little Island</i> by Frane Lessac • <i>School Bus</i> by Donald Crews	RESOURCES for Writer's Workshop: • http://readingandwritingproject.org/ • <i>Units of Study</i> • https://www.unitsofstudy.com/ • <i>Writing Pathways</i> by Lucy Calkins • <i>The Writing Strategies Book</i> by Jennifer Serravallo • Heinemann's podcast series • <i>Learning at the Primary Pond</i> • Mentor texts <i>Suggested Mentor Texts</i> • <i>Stella Tells Her Story</i> by Janiel Wagstaff • <i>Owl Moon</i> by Jane Yolen • <i>The Leaving Morning</i> by Angela Johnson • <i>Fireflies</i> by Julie Brinckloe • <i>Roller Coaster</i> by Marla Frazee	RESOURCES for Writer's Workshop: • http://readingandwritingproject.org/ • <i>Units of Study</i> • https://www.unitsofstudy.com/ • <i>Writing Pathways</i> by Lucy Calkins • <i>The Writing Strategies Book</i> by Jennifer Serravallo • Heinemann's podcast series • <i>Learning at the Primary Pond</i> • Mentor texts <i>Suggested Mentor Texts</i> • <i>Click, Clack, Moo</i> by Doreen Cronin • <i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague • <i>Earrings</i> by Judith Viorst • <i>I Wanna Iguana</i> by Karen Orloff • <i>I Wanna New Room</i> by Karen Orloff • <i>Don't Let the Pigeon Stay Up Late</i> by Mo Willems • <i>I Love Chocolate!</i> by D. Cali • <i>Mercy Watson to the Rescue</i> by Kate DiCamillo

			• <i>Pinky and Rex and the Bully</i> by James Howe
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• learn the routines and management of Writer's Workshop. • develop into a community of writers. • write with stamina and independence through the steps of the writing process. • work with writing partners to improve their writing. • improve their writing through revision and editing. • share their writing. <u>Establish roles and expectations for Writer's Workshop:</u> • Writers think about what Writer's Workshop looks like and sounds like. • Writers think about their jobs during Writer's Workshop. • Writers use their time wisely and work independently. • Writers are active members of conferences and understand their role during conferences.	• identify special moments to write about. • write with a clear and detailed beginning, middle, and end. • continue to increase their stamina as writers. • use partnerships to strengthen writing. • use editing and revising to improve their writing Writers begin and write their personal narratives in different ways: Writers... • know that a good small moment story has a lead that grabs their reader. • analyze leads from mentor texts to see how other writers begin their stories. • can begin their story with the setting, dialogue, a feeling, or in the middle of action. • elaborate the beginning, middle, and end of their story.	• develop opinions about their reading. • learn to state opinions clearly and retell their stories so that their opinions make sense to their readers. • enhance the level of their letter writing as a way to stimulate new ideas and to deepen their thinking with the use of Post-It notes to elaborate on their pieces. • begin to move away from letters and write in an essay format to persuade others that their books are worthy by using text evidence and comparisons. <u>Letter Writing:</u> • Writers who love stories often write letters to each other about their favorite characters. • Writers often explain their opinions about these characters in letters • Writers rehearse their writing with a partner by talking

	<u>Studying the Masters for Inspiration and Ideas:</u> • Discovering Small Moments that Matter: Generating Ideas for Writing • Capturing Story Ideas: Tiny Topics Notepads • Stretching Out Small Moments • Writing with Detail: Magnifying a Small Moment • Revising with the Masters: Crafting Powerful Endings • Rereading Like Detectives: Making Sure Writing Makes Sense and Sounds Right • Working Hard: Setting Goals and Making Plans for Writing Time <u>Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language:</u> • Revising with Intent • Close Reading: Learning Writing Moves from a Text • Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors	• know that a story has action, dialogue, and thinking. • know that the characters in their stories do things, say things, and feel things. • know that the most important part of their story is the body . Writers select a piece to publish: Writers... • read through all of their small moment stories in their writing folders and choose the most meaningful one. • revise their writing. • reread their writing to see if it makes sense. • reread their story to ensure that it is about one focused, meaningful moment. • reread their story to ensure that it has a clear and bold beginning, middle, and end. • reread their story and make sure that the most important part is the biggest or in the body of their writing. • make sure that their story has action, dialogue, and thinking.	through big ideas about their books. • Writers are always looking closely at the pictures in their books. Looking closely at the pictures sometimes allows you to see even more. This new information can assist you in developing new opinions. • Writers who write about books often need to retell part of the story to help their readers understand their opinion. If you don’t do a little bit of retelling, your readers might be confused. • Writers write even stronger letters by picturing their audience and then writing with that person in mind. <u>Raising the Level of Our Letter Writing:</u> • Writers can always write more. One way they get started is by planning. They remember all the different parts of a book they can write about. • Writers don’t just read quickly over the parts they are writing
--	---	--	---

	• Learning to Write in Powerful Ways: Trying Out a Second Craft Move • Emulating Authors in Ways that Matter: Revising in Meaningful Ways • Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language • Rereading and Quick Editing: Preparing for a Mini-Celebration <u>Study Your Own Authors:</u> • Learning Craft Moves from Any Mentor Text • Writers Can Help Each Other: Partners Offer Feedback • Editing and Preparing for Publication • Celebrate your Writing	• make sure that their beginning grabs the reader. • revise their writing by trying out boldleads that convey the importance of their story. • revise first by themselves and then reread with their writing partners. • edit by checking for capitalization and punctuation <u>Grammar:</u> • Sentence Structure • Comma use • Reflexive Pronouns • Adjectives • Collective nouns • Complete, simple, and compound	about. Instead, they are reading closely and paying attention to little details that others might pass by. Then, they use these details to write longer and more detailed letters. • Writers search for many pieces of evidence to support each of their opinions. • Writers often add fun little extras to draw in and entertain the reader. They can analyze published books and ask themselves, “What did this author do to make this story more interesting and fun?” With that in mind, they try the same things in their letters. <u>Writing Nominations and Awarding Favorite Books</u> • Writers of nominations choose topics that they have strong opinions about. They ask themselves, “What do judges need to know about this nominee to understand why it deserves an award?” They
--	---	---	--

			make their cases and support their opinion with reasons and details. • Opinion writers sometimes use specific evidence and exact words from the book to support their thinking. Then, you can use quotation marks to add those exact words to your writing. • Nomination writers often make comparisons to support their opinions. When you're writing about books, you can compare characters, series, or kinds of books to explain why you think one is better or the best. • Nomination writers introduce and conclude their piece in captivating ways. • Writers use tools to help them evaluate their writing and figure out what they are doing well, and then make a plan for what they want to do better. You can use the Opinion Writing Checklist to reflect on your nominations. • Writers work hard toward their goals, and when they meet those goals, they reexamine their writing and set brand-new goals. • Writing Celebration: A celebration gives children a forum to recommend their most-loved books, sharing
--	--	--	--

			their published nominations aloud, and convincing others.
CROSS-CURRICULAR/ DIFFERENTIATION: <i>(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i>	<u>Cross-Curricular Connections:</u> Standards: - Visual and Performing Arts 1.3A.2.Cn11a 1.5.2.Cr1b 1.5.2.Cr2c 1.5.2.Cn10a - Social Studies 6.1.4.A.1 - Science - K-2-ETS1-1 Suggested Activities: - Responding to reading in written form - Picture books on Science, Math, Social Studies, and Social Emotional Learning topics - Consider a problem and brainstorm possible solutions - Collect survey data and analyze results - Draw pictures to represent vocabulary terms - Use of manipulatives and movement - Compare and contrast themes across subject	<u>Cross-Curricular Connections:</u> Standards: - Visual and Performing Arts 1.3A.2.Cn11a 1.5.2.Cr1b 1.5.2.Cr2c 1.5.2.Cn10a - Social Studies 6.1.4.A.1 - Science - K-2-ETS1-1 Suggested Activities: - Responding to reading in written form - Picture books on Science, Math, Social Studies, and Social Emotional Learning topics - Consider a problem and brainstorm possible solutions - Collect survey data and analyze results - Draw pictures to represent vocabulary terms - Use of manipulatives	<u>Cross-Curricular Connections:</u> Standards: - Visual and Performing Arts 1.3A.2.Cn11a 1.5.2.Cr1b 1.5.2.Cr2c 1.5.2.Cn10a - Social Studies 6.1.4.A.1 - Science - K-2-ETS1-1 Suggested Activities: - Responding to reading in written form - Picture books on Science, Math, Social Studies, and Social Emotional Learning topics - Consider a problem and brainstorm possible solutions - Collect survey data and analyze results - Draw pictures to represent vocabulary terms - Use of manipulatives and movement - Compare and contrast themes across subject areas - Music integration - Project-based learning

	areas • Music integration • Project-based learning Differentiation: <u>General:</u> • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education-- Students with IEP/504 Plan:</u> • Modifications & accommodations as listed in the student's IEP/504 plan • Provide students with quick reference examples of different techniques / frames that can be used to emulate said techniques • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line - o Larger print size - o Test questions read	and movement • Compare and contrast themes across subject areas • Music integration • Project-based learning Differentiation: <u>General:</u> • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education-- Students with IEP/504 Plan:</u> • Provide students with additional models as necessary • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line - o Larger print size - o Test questions read	Differentiation: <u>General:</u> • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education-- Students with IEP/504 Plan:</u> • Provide students with a bank of terms for discussing their opinion on a text • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line - o Larger print size - o Test questions read aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word
--	---	---	---

	aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs • Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking • Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools • Timing accommodations	aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs • Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking • Setting accommodations - o Work or take test in different setting to minimize distractions	webs • Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking • Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools • Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks • Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over
--	---	---	---

	- o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment modifications - o Complete different homework questions	- o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations	- o several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment modifications - o Complete different homework questions than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications - o Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Provide students with a bilingual bank of terms for discussing their opinion on a text
--	---	---	---

	than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications - o Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Provide students with models of writing techniques with parts labeled ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task	- o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment modifications - o Complete different homework questions than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications - o Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Preload students with definitions of academic vocabulary that will be encountered in models ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as	● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk - o Avoid slang, colloquial expressions, complex structures - o Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures - o Avoid asking, “Do you understand?”
--	---	--	--

	• Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) • Monitor teacher talk - o Avoid slang, colloquial expressions, complex structures - o Speak clearly, using a normal tone and rate of speed, or slightly slower • Recycle new and key words. • Check for comprehension - use questions that require one word answers, props, and gestures - o Avoid asking, “Do you understand?” • Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) • Consult with ESL teacher on students’ reading level and writing ability • Modify assignments so students write less, have simpler questions to	well as give instructions orally. • Print key words, page numbers, homework and deadlines, etc. • Incorporate visuals (gestures, props, graphic organizers and charts) • Ensure students understand the instructions before beginning task • Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) • Monitor teacher talk - o Avoid slang, colloquial expressions, complex structures - o Speak clearly, using a normal tone and rate of speed, or slightly slower • Recycle new and key words. • Check for comprehension - use questions that require one word answers, props, and gestures	• Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) • Consult with ESL teacher on students’ reading level and writing ability • Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. • Extended time for task and test completion • Provide student with copy of summary of content in graphic organizer • Print dictionary • Digital dictionary • Bilingual dictionary • Audiobooks • Use of manipulatives • Anchor charts • Word wall • Word Journal • Provide a variety of texts in several formats on the same curricular topic • Provide models • Flashcards <u>Gifted and Talented Students:</u> • Allow student flexibility in their choice of text to write about
--	--	---	---

	answer, spell fewer words, etc. • Extended time for task and test completion • Provide student with copy of summary of content in graphic organizer • Print dictionary • Digital dictionary • Bilingual dictionary • Audiobooks • Use of manipulatives • Anchor charts • Word wall • Word Journal • Provide a variety of texts in several formats on the same curricular topic • Provide models • Flashcards <u>Gifted and Talented Students:</u> • Assist students in finding additional writing techniques in favored mentor texts • Tiered assignments • Open-ended questions • Independent study • Self-directed activities • Independent research • Sophistication of assignments and projects • Acceleration	- o Avoid asking, “Do you understand?” • Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) • Consult with ESL teacher on students’ reading level and writing ability • Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. • Extended time for task and test completion • Provide student with copy of summary of content in graphic organizer • Print dictionary • Digital dictionary • Bilingual dictionary • Audiobooks • Use of manipulatives • Anchor charts • Word wall • Word Journal • Provide a variety of texts in several formats	• Tiered assignments • Open-ended questions • Independent study • Self-directed activities • Independent research • Sophistication of assignments and projects • Acceleration - o Telescoping - o Compacting - o Ability grouping - o Need grouping • Allow for flexible grouping • Provide opportunities for divergent and convergent thinking • Encourage curiosity and personal interests • Access to HL Lexile leveled texts • Learning logs • Pretests • Passion projects • Specialized grading criteria • Mentorship • Study contract • Extension activities • Enrichment clusters <u>At-Risk Students:</u> • Offer student the opportunity to publish their opinion pieces to a real world audience • Simplify directions
--	---	---	--

	- o Telescoping - o Compacting - o Ability grouping - o Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Reduce the quantity of techniques to be used in student product ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools	on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Provide students with latitude to further explore curiosity that might be sparked by scientific content ● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration - o Telescoping - o Compacting - o Ability grouping - o Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests	● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance
--	--	---	--

	● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance	● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Break down writing product into smaller portions as necessary ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task	
--	--	--	--

		• Extended time for task and test completion • Provide deadlines in advance	
--	--	--	--

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i>	Unit 3 Ext: <i>Writing Adaptations of Fairy Tales and Folktales</i>	Unit 4: <i>Poetry: Big Thoughts in Small Packages (Crafting Poetry and Fiction Stories)</i>	Unit 5: <i>Informational Writing in the Content Area: A How to Guide for Nonfiction Writing (Research)</i>
Months (Weeks)	February-March (5-6 weeks)	April-May (4-5 weeks)	June (3 weeks)
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: (NJSLS)	English Language Arts W.2.3 W.2.5 W.2.6 L.2.1-6 SL.2.1-6 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.GCA.1	English Language Arts W.2.3 W.2.5 W.2.6 L.2.1-6 SL.2.1 SL.2.3 SL.2.5 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1	English Language Arts W.2.2 W.2.5-8 L.2.1-6 SL.2.1-6 Technology 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 Career Readiness, Life Literacies, and Key Skills 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.GCA.1 9.4.2.IML.1

	9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6	9.4.2.GCA.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6	9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	- as writers many adaptations can be written for a fairy tale as they reread and think about the text - there are many familiar elements that occur over various fairy tales. - as writers they need to lift the level of their writing by thoroughly revising and elaborating their story to create tension, convey meaning, and consider different possibilities. - as writers reading fairy tales they can begin to craft their own version using some of the same elements their mentor authors used.	- writers use all they know about writing to write poems. - writers use precise words, phrases, and line breaks to create images in poems.	- writers gather information about their topic in different ways. - writers need strategies to revise for elaboration. - writers can work with partners to get ideas for information that would be helpful.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	- How do writers write fairy tales? - What are the elements of a fairytale? - What are key elements of fairy tales writers use as they revise and elaborate their writing?	- How do writers write with precision and description? - How is a poem different from prose? - What are poetic devices? - How will reading and discussing a poem's characteristics help me write a poem?	- How do scientists read to learn about a topic? - How do scientists teach others about what they have learned about a topic? - What are ways to present all that I know about a topic? - How do I become an expert in my area of study?

		• How do images and sounds help us understand the meaning of the poem? • How will I “paint a picture” for the reader with my words?	• What kinds of writing can be included in my presentation on one topic?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i>	• conferring notes. • during small group instruction. • using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered on a checklist and which are still an area of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small groups. • following student portfolio requirements. • using a checklist/rubric for different types of reviews. • reading his/her piece during a publishing party (assess their speaking and reading skills). • immersing themselves in fairy tales.	• conferring notes. • participating in small group instruction. • making a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still an area of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small groups. • following student portfolio requirements. • using a checklist/rubric for different types of reviews. • reading his/her piece during a publishing party (assess their speaking and reading skills).	• conferring notes. • participating in small group instruction. • making a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still an area of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small groups. • following student portfolio requirements. • using a checklist/rubric for different types of reviews. • reading his/her piece during a publishing party (assess their speaking and reading skills). • planning the table of contents of their science all about the book. • drafting the chapters of their science all about the book

	● storytelling favorite fairy tales. ● creating a class adaptation of their favorite fairy tale. ● planning their fairy tale adaptations. ● rehearsing their fairy tale adaptations with their writing partners. ● revising with elaboration. ● editing independently first, then with their writing partners. ● publishing their fairy tale adaptations. ● celebrating their fairy tale adaptations. ● Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.		with headings and a variety of text features. ● revising their science all about books independently and with writing partners. ● editing their science all about books independently and with writing partners. ● publishing and celebrating their science all about books.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i>	● Classwork ● Benchmark assessments ● Question and answer ● Teacher observations ● Group discussions/Turn and Talks ● Writing partners	● Classwork ● Benchmark assessments ● Question and answer ● Teacher observations ● Group discussions/Turn and Talks ● Writing partners	● Classwork ● Benchmark assessments ● Question and answer ● Teacher observations ● Group discussions/Turn and Talks ● Writing partners

<i>(How will students self-assess their learning?)</i>	● Conference notes ● On-demand writing assessments ● Specific skill lesson worksheets ● Strategy group lessons ● Homework activities ● Writer's notebooks	● Conference notes ● On-demand writing assessments ● Specific skill lesson worksheets ● Strategy group lessons ● Homework activities ● Writer's notebooks	● Conference notes ● On-demand writing assessments ● Specific skill lesson worksheets ● Strategy group lessons ● Homework activities ● Writer's notebooks
RESOURCES:	RESOURCES for Writer's Workshop: ● http://readingandwritingproject.org/ ● <i>Units of Study</i> ● https://www.unitsofstudy.com/ ● <i>Writing Pathways</i> by Lucy Calkins ● <i>The Writing Strategies Book</i> by Jennifer Serravallo ● Heinemann's podcast series ● <i>Learning at the Primary Pond</i> ● Mentor texts Suggested Mentor Texts ● <i>Dinorella: A Prehistoric Fairy Tale</i> by Pam Edwards ● <i>Sleeping Ugly</i> by Jane Yolen ● <i>Goldilocks and the Three Bears</i> by Jan Brett ● <i>Stone Soup</i> by Heather Forest ● <i>Jack and the Beanstalk: The Graphic Novel</i> by Blake Hoena	RESOURCES for Writer's Workshop: ● http://readingandwritingproject.org/ ● <i>Units of Study</i> ● https://www.unitsofstudy.com/ ● <i>Writing Pathways</i> by Lucy Calkins ● <i>The Writing Strategies Book</i> by Jennifer Serravallo ● Heinemann's podcast series ● <i>Learning at the Primary Pond</i> ● Mentor texts Suggested Mentor Texts ● <i>Inside My Heart</i> by Zoe Ryder White ● <i>Time of Wonder</i> by Robert McCloskey ● <i>Lost and Finds</i> by Rebecca Kai Dotlich ● <i>Falling Down the Page: A Book of List Poems</i> edited by Georgia Heard	RESOURCES for Writer's Workshop: ● http://readingandwritingproject.org/ ● <i>Units of Study</i> ● https://www.unitsofstudy.com/ ● <i>Writing Pathways</i> by Lucy Calkins ● <i>The Writing Strategies Book</i> by Jennifer Serravallo ● Heinemann's podcast series ● <i>Learning at the Primary Pond</i> ● Mentor texts Suggested Mentor Texts ● <i>Odd Boy Out</i> by Don Brown ● <i>Hurricanes!</i> by Gail Gibbons ● <i>What Makes a Magnet?</i> by Franklyn Branley ● <i>What If You Had Animal Ears?</i> by Sandra Markle ● <i>Whose Tools are These?</i> by Sharon Katz Cooper ● <i>A Tree is a Plant</i> by Clyde Robert Bulla

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)	● students will read like writers and analyze the characteristics of fairy tales. ● students will replay fairy tales through storytelling. ● students will plan and write fractured fairy tales. ● students will identify a problem and solution. ● students will write with elaboration. ● students will revise and edit their fiction stories. <u>Writers read like writers:</u> ● Writers think about their favorite fairy tales. ● Writers know that fairy tales are some of the most popular stories of all time. ● Writers know that before fairy tales were written down, they were told again and again in different ways. ● Writers know that the classic fairy tales have different versions called adaptations ● Writers ask themselves, “What do we already know about reading fairy tales?” ● Writers create a chart of	● develop precise and descriptive language through the creation of poems. ● experiment with powerful language, the use of line breaks, metaphor, and comparison to convey feeling <u>Poets have lots of ways to get ideas for their poems.</u> ● Poets get ideas for the topics of their poems that are about special people, places, big feelings, and things they love. ● When we wrote Small Moments we turned these moments into stories, but now as poets, we can turn these moments into poems. ● We can jot down moments that happen during the day that can be turned into poems later on. ● Another way poets get ideas for the topics of their poems	● Students will determine the meaning of words in nonfiction science texts. ● Students will compare and contrast different texts on the same topic. ● Students will learn by taking notes on the main ideas as they read nonfiction science texts. ● Students will decide what they will teach about their science topic and plan their table of contents. ● Students will draft, revise, and edit an all about science book (informational writing). <u>Informational science writers plan their all about books:</u> ● Informational science writers reread all of their notes to get ready to write. ● Informational science writers think about the main ideas they learned about their science topic. ● Informational science writers decide what they want to teach others about their science topic.
--	--	--	---

	noticings of fairy tale stories. - Writers think about ways fairy tales were adapted or changed. <u>Writers rehearse fairy tales by storytelling:</u> - Writers practice storytelling by retelling their favorite fairy tales. - Writers touch each page in their storytelling booklet as they tell their fairy tale. - Writers storytell in a dramatic voice. - Writers create their own adaptation of a favorite fairy tale. <u>Writers plan fairy tale adaptations:</u> - Writers think about ways different authors adapted fairy tales. - Writers analyze ways authors adapted fairy tales. - Writers change the characters (from a girl to a boy, a beautiful godmother to a dirty one, etc.). - Writers change the setting. - Writers change the events in the story (old-fashioned to modern, etc.). - Writers think about a fairy tale they are familiar with and decide on a change to	is to look at ordinary things in the world and see them in different, fresh and unusual ways. - Writers, in many of the poems we are reading, you have noticed that the authors write about meaningful topics. - Poets write about the things that matter to them with small, observant and honest details. - Writers, when poets write about a meaningful topic, they search for the words that will show exactly how they feel about their topic. - Poets think carefully about the ingredients for their poems. - Poets begin by finding something that holds their feelings, then writing about that that meaningful something looks like, feels like, sounds like, smells - Poets put the words on the page to sound a certain way (funny or sad; fast or slow) or make us feel something. - When poets write, they read and reread their poems until they sound just right. <u>Writers Draft and Revise with Precise Words, Phrases, and Line</u>	- Informational science writers think about how science books are organized. - Informational science writers plan the table of contents for their science all about books. - Informational science writers reread their notes and decide which chapters they belong in. <u>Informational writers draft their all about book:</u> - Informational science writers make paper choices, or design pages, for each chapter of their all about science book - Informational writers carefully write the introductions to their all about science book, studying different introductions from their nonfiction science books. - Informational writers create headings for each chapter. - Informational writers think about main ideas and details as they write. - Informational writers pay diligent attention to topic sentences at the beginning of their chapters. - Informational science writers think about which text
--	---	--	---

	improve it. - Writers use their notebooks or graphic organizers to plan changes for their fairy tale adaptations. - Writers decide what changes will be made to improve the story. <u>Writers write their fairy tale adaptations:</u> - Writers decide on a fairy tale they know really well to adapt. - Writers decide on the changes and jot them down in their notebooks or graphic organizer that is provided. - Writers practice storytelling their fairy tale adaptations. - Writers rehearse their fairy tale adaptations with their writing partners. - Writers dramatize as they storytell. <u>Writers elaborate fairy tale adaptations:</u> - Writers write their fairy tale adaptations in a storyteller's voice. - Writers write with a narrator in mind. - Writers think about how fairy tale stories begin and work on their leads. - Writers make sure their	<u>Breaks to Create Images and Music in Our Poems</u> - Writers try very hard to make their poems sound like music. One way they do this is by paying close attention to the words they choose and where they put those words on the paper. - One way to give our poems music is to divide our words into lines that go down the paper. - Poets show their feelings rather than tell them. - Poets spend a long time searching for the exact word to match what they want to say. They reread their poems and ask themselves, "Am I saying exactly what I want to say? What do I want you to know and feel when you read my poem? Is this the true thing I want to say?" And sometimes they find words (or sections) that aren't exactly true, so they write them again. They try to choose different words that they like better. (Poetry: Powerful Thoughts in Tiny Packages, pg. 63)	features they would like to include in each chapter. - Informational science writers use their notes/graphic organizers to help them write each chapter. - Informational science writers write in complete sentences. - Informational science writers remember the important science words they learned as they write their all about science books. - Informational science writers draw precise illustrations to teach information and include labels and captions with precise vocabulary. - Informational science writers highlight important information by using bold words, underlining, etc. - Informational science writers ask their readers questions as they write ("Did you know that...?"). - Informational science writers highlight the main ideas in the conclusion of their science all about books <u>Informational science writers revise their science all about books:</u> - Informational science writers reread their writing independently and with partners, to see if it makes sense.
--	--	--	---

	characters do, say, and feel as they write. • Writers think about refrains that are often used in fairy tales and adapt them into their own writing. • Writers revise their writing right from the start by rereading what they have written as they write. • Writers write with a sense of closure and make sure the ending wraps up the story. • Writers dramatize their fairy tales as they write. <u>Writers write more fairy tale adaptations:</u> • Writers begin a new fairy tale adaptation when they are finished by looking in their notebook for other ideas. • Writers begin a new fairy tale adaptation by planning their story. • Writers write their fairy tale adaptations. • Writers begin with a fairy tale-like lead (Once upon a time.....). • Writers write with elaboration in mind (what the characters do, say, and	• Writers can always ask their partners for help if you can't find the most honest and precise words you need. • We can all help one another find the best words for our poems. <u>Writers Edit, Publish, and Celebrate Our Best Poems</u> • Poets reread their poetry to see what line or a phrase or an image that deserves to be kept and from this they write new poems. • At times poets realize that their poems sound more like stories than poems. • When poets have story-like drafts, one way they can make them more poem-like is by taking out extra words or taking out parts of the story that aren't the main thing, and instead choosing precise words. • Poets think about what they can do to try to make their poem sound better before they publish it. • When poets get ready to celebrate their poems, they practice reading them and rereading them. • Poets practice how they want their voices to sound.	• Informational science writers revise their table of contents and introduction. • Informational science writers revise by making sure they have written in complete sentences. • Informational science writers revise by making sure they have a variety of text features. • Informational science writers make sure they have headings for each chapter. • Informational science writers reread their notes to make sure they haven't left out important information. • Informational science writers add a glossary of important vocabulary. • Informational science writers add an index. • Informational science writers revise their writing independently and then with their writing partners. <u>Informational science writers edit their science all about books:</u> • Informational science writers edit by making sure all of their writing is legible and easy to read. • Informational science writers edit their writing by checking their spelling.
--	---	---	--

	feel). • Writers think about word choice as they write. • Writers make sure that they have an ending. <u>Writers revise their fairy tale adaptations:</u> • Writers go back in their writing folders and choose their favorite fairy tale adaptation to publish. • Writers revise their writing by motivating themselves to make their stories even better. • Writers use writing tools to revise their writing; they add or remove parts with paper flaps, post-its, or strips. • Writers reread their writing with their writing partners, to think of what is missing to add in and take out what does not belong. • Writers revise their writing by trying out different beginnings to see which sounds best. • Writers revise their writing by making sure their characters do things, say things, and think things		• Informational science writers edit by checking for capital letters. • Informational science writers edit by checking end punctuation. • Informational science writers edit their writing, first independently then with their writing partners. <u>Informational science writers publish and celebrate their science all about books:</u> • Informational science writers design fancy covers and color the pictures. • Informational science writers celebrate all of their creative work and share their science all about books with others.
--	---	--	---

	throughout their stories. • Writers revise their writing by making sure their stories sound like the fairy tales they have read. • Writers revise by thinking about word choice. • Writers revise their writing by trying out different endings to see which is best for the story. <u>Writers edit their fairy tale adaptations:</u> • Writers edit their writing by capitalizing special words in their stories (proper nouns). • Writers edit their writing by checking for punctuation. • Writers edit their writing by rereading their stories and making sure they have used the storyteller’s voice. • Writers edit by checking their spelling using the word wall and other resources. • Writers edit by using strategies they have learned during word study. • Writers “fancy up” their writing for their celebration: • Writers make their pictures colorful. • Writers create front and back covers. • Writers celebrate their fairy		
--	---	--	--

	tale books by sharing them and acting them out with their peers.		
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i>	<u>Cross-Curricular Connections: Standards:</u> - Visual and Performing Arts 1.3A.2.Cn11a 1.5.2.Cr1b 1.5.2.Cr2c 1.5.2.Cn10a - Social Studies 6.1.4.A.1 - Science - K-2-ETS1-1 <u>Suggested Activities:</u> - Responding to reading in written form - Picture books on Science, Math, Social Studies, and Social Emotional Learning topics - Consider a problem and brainstorm possible solutions - Collect survey data and analyze results - Draw pictures to represent vocabulary terms - Use of manipulatives and movement	<u>Cross-Curricular Connections: Standards:</u> - Visual and Performing Arts 1.3A.2.Cn11a 1.5.2.Cr1b 1.5.2.Cr2c 1.5.2.Cn10a - Social Studies 6.1.4.A.1 - Science - K-2-ETS1-1 <u>Suggested Activities:</u> - Responding to reading in written form - Picture books on Science, Math, Social Studies, and Social Emotional Learning topics - Consider a problem and brainstorm possible solutions - Collect survey data and analyze results - Draw pictures to represent vocabulary terms - Use of manipulatives and movement	<u>Cross-Curricular Connections: Standards:</u> - Visual and Performing Arts 1.3A.2.Cn11a 1.5.2.Cr1b 1.5.2.Cr2c 1.5.2.Cn10a - Social Studies 6.1.4.A.1 - Science - K-2-ETS1-1 <u>Suggested Activities:</u> - Responding to reading in written form - Picture books on Science, Math, Social Studies, and Social Emotional Learning topics - Consider a problem and brainstorm possible solutions - Collect survey data and analyze results - Draw pictures to represent vocabulary terms - Use of manipulatives and movement - Compare and contrast

	• Compare and contrast themes across subject areas • Music integration • Project-based learning Differentiation: <u>General:</u> • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education-- Students with IEP/504 Plan:</u> • Narrow down choices for student adaptations of fairy tales • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line	• Compare and contrast themes across subject areas • Music integration • Project-based learning Differentiation: <u>General:</u> • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education-- Students with IEP/504 Plan:</u> • Preload students with the necessary vocabulary for discussing poetry • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line	themes across subject areas • Music integration • Project-based learning Differentiation: <u>General:</u> • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education-- Students with IEP/504 Plan:</u> • Provide students with additional organizers for planning their informational writing • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or
--	---	---	---

	- o Larger print size - o Test questions read aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs ● Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking ● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or	- o Larger print size - o Test questions read aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs ● Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking ● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or	- line - o Larger print size - o Test questions read aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs ● Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking ● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools
--	--	--	--

	- o acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment	- o acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment	● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment modifications - o Complete different homework questions
--	--	--	--

	modifications - o Complete different homework questions than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications - o Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Allow students to experience some native language versions of fairy tales, as applicable ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task	modifications - o Complete different homework questions than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications - o Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Provide students with a visual glossary of the features of poetry ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task	than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications - o Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Allow students to research informational topic in multiple languages ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk
--	---	--	---

	● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have	● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have	○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer
--	---	---	---

	simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Students can choose to adapt a fairy tale not discussed in class ● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects	simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Encourage students to explore some of the additional forms of poetry in their writing ● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research	● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Allow students flexibility in choice of writing topic ● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking
--	--	---	---

	● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Reference modern fairy tale adaptations with which students may be familiar ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring	● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Use some song lyrics as an example of poetry ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring	● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Guide students in choice of manageable topics of interest ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction
--	---	--	---

	● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance	● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance	● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance
--	---	---	---

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.